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ABSTRACT

A study was conducted to examine the effects of a one-hour credit community services laboratory attached to a three-hour credit social sciences course on community college student participants in terms of alienation, perceived student role, and course satisfaction. The community services laboratory consisted of an outside project engaging the student in direct contact with consumer agencies, groups, or individuals. One hundred students participated in the study and were measured for pretest/posttest changes in scores on an alienation instrument and two measures of perceived student role. Additionally, comparisons were made to determine whether course satisfaction was greater for students in course sections with and without a community service laboratory. Results of the study indicated that participation in a community service-oriented curriculum was far more satisfying for community college students than participation in a traditional curriculum arrangement. It was found that while the community service-oriented curriculum did not reduce student alienation, it was equal to the traditional method in changing perceived student role. Overall, the study revealed that the innovative community service-oriented curriculum was both relevant and worthwhile for meeting student and community service needs. Tabular data are presented throughout the report and an extensive bibliography and study-related materials are appended. (JDS)

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The Effects of a Community Service-Oriented Curriculum on Alienation, Perceived Student Role and Course Satisfaction in Community College Students

Ann Garrett Robinson

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

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FOREWORD

In the conventional sense of the term, this is not a dissertation. It is a major applied research report, prepared under the aegis of an experimental, off-campus, doctoral program for community college educators. Consistent with the pragmatic approach emphasized in this document, the development and perfection of the educational apparatus, referred to as a Community Service Laboratory, equalled the devoted efforts to construct an experimental design to test its effectiveness. Hence, the reader is forewarned of the repeated treks in each chapter, between discussions of the Community Service Laboratory and its experimental community service-oriented curriculum evaluative proceedings.

Another unusual characteristic of this project report is the occasional presentation of artistic drawings to portray more fully, the lively, human drama of the Community Service Laboratory. These sketches by Dauhanbauer hopefully detract not the least from the adopted, traditional reporting format (Tuckman, 1972; Campbell and Ballou, 1974) of this research project.

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ABSTRACT

Within a comprehensive community college, an institutional change agent model resulted in the implementation and evaluation of a community service-oriented curriculum during one academic semester. One goal of this project was attained through (1) the revision of a Social Science Curriculum to attach to 13, three-credit psychology, anthropology, sociology and education course offerings, a one-credit Community Service Laboratory, (2) the registration of 168 students for these four-credit courses, and (3) the provision of services to over 20 community agencies through this project.

A second series of changes occurred in the organization and conduct of five professional development, faculty workshops to put community service ideas to work. The spectrum of community services was studied and discussed. The extended departmental model (Myran, 1971, p. 414) and a modified chartering process (Farmer, 1973, pp. 81-92) clarified communication and governance matters. The permanent adoption of this new curriculum was a final decision made within this faculty faculty workshop structure.

To study the impact of this new curriculum on alienation, perceived student role, and course satisfaction in community college students, a quasi-experimental design was

constructed. The experimental variable contained three levels of participation in a community service-oriented curriculum: Direct Participation, Indirect Participation, and Non Participation. One hundred students enrolled in four pairs of Social Science course sections, half control and half experimental, were observed for pretests and posttests changes in scores on three measures: Frank Besag's TT Scale of Alienation, Ann Robinson's CS-CC Scale of Community Services in Community Colleges and a Student Role Acceptance Inventory (SRAI). Two levels of participation--participation versus no participation-- were measured for amount of course satisfaction as indicated by a Course Satisfaction Rating Scale.

The evaluation study revealed the community service-oriented curriculum to be superior to the traditional curriculum in satisfying the course arrangement needs of students, equal to the traditional method in changing perceived student role, and ineffective for reducing student alienation.

A conclusion was reached that institutional change had been effected as a function of this one-semester, major applied research project. Recommendations centered on the need to continue this joint community services and academic effort, further evaluate the relationships of specific community-oriented curriculum programs and learner behaviors,

analyze the attrition data culled during this project, and enlarge the program to include other departments within the academic division.

Chapter 1

INTRODUCTION

The three oldest branches of community college education are services for transfer students, services for terminal students and community services (Koos, 1921; Lange, 1927). Many community college systems in this nation were conceptualized in this historical context. In the state of Connecticut, for an illustration, community colleges are expected to: provide preparation for students to transfer to four year institutions; provide occupational programs which teach salable skills in two years; and community services (Public Acts Section 10-326 (3) and Public Act 73-281). While the past decades have witnessed an emphasis on the transfer and terminal functions of community college systems, the great thrust of the future in community college education is expected to be in its community services dimension (Harlacher, 1969; Keim, 1970; Raines, 1971).

Little is known about community services. A rapidly growing body of knowledge about community service programs has been published in recent years (Reynolds, 1956; Medsker, 1960; Harlacher, 1969; Keim, 1970; Myran, 1971; Bushnell, 1973; Raines, 1973). Few data are available, however, to assess their effectiveness (Cohen et al., 1971). The growth and development of the community services in California

Community Colleges provide an excellent case in point. In a survey of the growth rate of subscription to differing community service projects in these colleges through 1969-69, Keim (1970) reported increases ranging from 36.5% to .825. Empirical analysis of these program is rarely spotted in the community college literature. This state of affairs in the research on community service activities is typical, corroborating Harlacher's (1969) observation that audible and written support for community services outstrip the number of visible, constructive, local programs. What seems to be needed to further advance the community services dimension of the community college concept is the development of carefully designed community service projects which contain a built-in assessment mechanism when the program is launched (Cohen et al., 1971).

The community service-oriented curriculum reported on in this study conforms to the service and evaluation requirements of the community services branch of community college education. It is the culmination of a series of practicum efforts designed, by this researcher, to solve the low rate of faculty and student involvement in community services programs at a public supported community college. In the first of this group of practicums (Robinson, May 1974), one faculty member demonstrated that community service projects could be facilely integrated into individual course plans. "Faculty Awareness Conditions" exposed select faculty members to these curriculum change possibilities. No test was

administered, however, to determine the faculty's willingness to incorporate a community service project into their individual course organizations.

In a follow-up study to discover the faculty's willingness to revise their course plans to include a community services project, seven of nine departmental members accepted and approved the concept, contingent upon the development of an educational apparatus by which community services would be structurally reinforced through academic credit (Robinson, July 1974).

The community services-oriented curriculum was, and continues to be, conceptualized as a one hour credit, community services laboratory attached to three hour credit, liberal arts, general education or occupational course offerings which links learning with community service. This curriculum arrangement is administered by individual departments. Each instructor defines community services to correspond with his or her disciplinary orientation; plans with the aid of students and community agencies a community service project; and conducts the program in accordance with the perceived needs of the students and the consumer population. A strong characteristic of this type of learning-service activity is its ancillary role in the total course plan. A student is <u>not</u> required to register for the community service laboratory component. <u>The project consists of a supplemental activity of the course format, rather than an integrated part of it</u>!

At the educational policy making level, a systematic communication approach was used by this researcher to secure legitimization of a community services-oriented curriculum which met the design specifications. A detailed description of those actions is reported in a practicum paper, "Community Service Laboratories" (Robinson, July 1974, pp. 13-45). The outcomes of that piece of work included authorization of a community service laboratory credit to be added to thirteen 3 credit Social Science offerings, taught by seven instructors with a potential student population of 480. In addition, a grant was applied for and awarded under the National Student Volunteer Program (see Appendix A).

This applied research project was a continuation of the realization of the community service-oriented curriculum concept through three levels of activity by this researcher. One level involved the activation and administration of the first Social Science Community Service Laboratoty. Building a staff, locating and utilizing facilities, creating mechanisms for registration and grading, managing budgetary considerations, processing information within and without the college, and supporting the development of the project constituted the major features of this level of operation.

A second level of program development required the direction of five monthly professional development workshops for participating faculty members, and separate workshops for participating students. These educational activities served as a clearinghouse for community service ideas, and

led to the eventual adoption by the Social Science Department of a permanent Community Service Laboratory.

The third level of activity required the evaluation of the impact of this community service-oriented curriculum on selected student development variables, and other related institutional factors. The empirical analysis of this dimension of the study comprises the bulk of the evaluative data.

Purpose of Study

The purpose of the evaluative dimension of this study was to examine the effects of a Community Service Laboratory experience on participating students. Operating out of a personal value system which structures community service in the context of the biblical adage, "it is more blessed to give than to receive" (Acts 20:35), this study sought to determine the impact of student participation in a Community Service Laboratory on the students themselves. The specific question raised was: What will be the effects of three levels of participation in communuty service-oriented courses on alienation, perceived student role, and course satisfaction in male and female community college students?

REVIEW OF THE LITERATURE

Background Information on Community Services at South Central Community College

In the city of New Haven, historical precedents for a community service mission in two and three-year colleges

were established by the New Haven YMCA Junior College (Bogue, 1950), now the University of New Haven. Operating in buildings and with the facilities of Yale University, New Haven YMCA Junior College created a community service-oriented curriculum which emphasized work study and continuing education. During the 40s, when most community colleges made a distinction between university parallel and terminal curricula, the New Haven YMCA Junior College advocated one basic curriculum of a unified nature. Work experiences were coordinated with the campus education program. One might assume that a legacy of South Central Community College is its geographic location in a community climate which expects community service programs on the part of its community-junior colleges.

The development of an active community service program at South Central has been hindered during the past five years by limited budgetary allocations, an erratic level of faculty and student participation in community services, and no clear community service division of the college (Gist, 1974; Robinson, March 1975; Public Acts, Program Review Committee Report, 1974). For the calendar year 1974-1975, no organized community service divisions existed (Waller, August 21, 1974). In the absence of a separate community services administrative structure, the President of the College recommended that community services operate through an "extended departmental model" (Waller, August 29, 1974). In the "extended departmental model", community services are

generated by disciplinary areas (Myran, 1971, p. 414).

To succeed, an "extended departmental model" requires a positive orientation towards community service participation on the part of faculty. In an exploratory study of the human dynamics which operate to make the community service system work or fail at South Central Community College, professional role perceptions influenced faculty responses.

When faculty members were dignified by a call to serve the community, and identified community services as an "appropriate, necessary and correct" dimension of their professional role, a willingness was expressed to volunteer time for a community service project. On the other hand, when a faculty person verbalized negative association to the word "community", rejecting participatory patterns as immature expressions of publicity seeking professionals, the likelihood of attracting these individuals for a role in a community service project was minimized.

It appeared that the community service role socialization process in the academic faculty, within this institution, was incomplete. Further information was sought about the community service role behaviors and attitudes of academic instructors in other community colleges.

In a study of community services development and potential in the Seattle Area Community Colleges, Raines (1973) discovered positive attitudes in faculty members towards community service involvements and assignments.

National surveys were also helpful. In 1973-74, less than 5% of South Central's faculty participated in extension center programs, non-credit course offerings and neighborhood consultation projects amounting to over 50 potential tasks (Gist, 1974, p. 1). The national mean number of community services projects per instructor is 1.88 (Connelly, 1972).

South Central Community College, with a full-time faculty of approximately 35 and a student body of 1300, exhibited a challenging set of conditions for organizing an innovative community services project within the existing transfer and terminal curriculum structure in order to involve both faculty members and students.

Definitions and Types of Community Services

Community services vary (Harlacher, 1969; Bushnell, 1973). The number, types and consumer populations of these programs are unlimited, dependent entirely upon the individual college and its unique perception of its community services role and function.

Definitions of these varied services are generally expressed to include any service which goes beyond the traditional school day or traditional school program (Raines, 1971). Medsker (1960) and Johnson (1969) refer to community services as the various services which an educational institution may provide for its community. Reynolds (1956, p. 142) views community services as "involving both college

and community resources and conducted for the purpose of meeting specified educational needs of individuals or enterprises within the college or the community." In a survey of 192 staff members across the country, Raines (1973, p. 2) reports this definition based on consensus: "Community services are those action programs of the college undertaken independently or in co-operation with other community groups and agencies, which direct the educational resources of the college toward serving individual, group, and community needs." In the State of Connecticut, a recent legislative Review Committee Report on Community Colleges adopted Harlacher's (1969) definition of community services: those services which are educational, recreational and cultural which an educational institution provides for its community in addition to its regular scheduled day and evening classes. Although there may be slight variations in the principle, emphasis in community services represents those non-traditional educational projects of a higher educational system.

The general acceptance by most observers of definitions which include a non-traditional activity component carries with it no suggestion that community service is not an omnibus category. To the contrary, a large number of programs and projects falls under the rubric of community service, many of which enjoy different terms and labels, i.e., "cooperative education", "adult education", "continuing education", "public service", "community education",

"community development", etc.

In a search for an appropriate way to identify a community services event in a community college, quite useful was a classification system for community services developed by Gundar A. Myran (1971, p. 140):

LESS LIKELY TO BE CLASSIFIED AS COMMUNITY SERVICES	MORE LIKELY TO BE CLASSIFIED AS COMMUNITY SERVICES
Subject matter orientation	Problem solving orientation
Not related or indirectly related to community	Directly related to community
Emphasis upon deliberate study of abstract principles	Emphasis upon immediate response to concrete and contemporary issues and problems
Instruction formalized in terms of content, grades, credit and examination	Instruction formalized in terms of the needs, aspirations and potentialities of people

This formula was used in this project in order to standardize those activities considered as community services, in comparison to those referred to as traditional academic studies.

While Myran's system classifies events in terms of whether they are "more likely to be considered as community services" or "less likely to be considered as community services", the specific term or label used to specify the form of community services is generally a matter of professional and disciplinary preference.

This condition exists especially when the terms relate to adult education. For some authorities, adult education forms a service area outside the boundaries of

community services. In this regard, Reynolds (1956, p. 143) states: "Purists who have a reverent regard for one term or another will doubtless be offended . . . but considering adult education as a part of community services will be advantageous in avoiding the confusion that would inevitably result from making artificial distinctions."

A second school of thought equates community services with adult education. Cosand (1971, p. 419) exhibits this bias, in the remarks "May I first of all define the community service or adult program as an opportunity for adults to discover that learning is a never-ending process, and that they can be stimulated to continue their quest for knowledge throughout the rest of their lives." Cosand's view represents a highly influential and respected group of thinkers in the field of adult education.

The strength of this position stems from the discipline of andragogy. Andragogy is the science and art of helping adults learn (Knowles, 1970, p. 38). Major contributions to the community service dimension of community college education have been donated by adherents of the andragogic school of thought.

Summary Statements. Although terms, concepts, and sometimes, controversy proliferate the community service field, consensus is, nevertheless, apparent. A non-traditional, helping relationship in community college education is a central focus of this mission. Within this variegated phenomena, one might recognize the limitless possibilities

for action, and become sobered by the few hard and fast answers about which of these community services are most effective.

Types of community service programs. Just as there are many terms to identify these events, the literature swells with lists of various types of community services.

Two frequently cited surveys on the types of community service programs in community colleges are the 1956 study by Reynolds and a Project Focus Team Report (Bushnell, 1973). James Reynolds (1956, pp. 140-160), in the very first chapter ever written in community college history on community services, reported these findings:

No. of institutions reporting	Community service categories
145	Widespread use of the college physical plant by community groups
114	Assistance by college in safety and thrift campaigns, fund drives, and the like
107	Organization of special events, such as workshops, institutes, forums, for business, professional, or governmental groups either for the purpose of in-service training of employees or the general improvement of the group
105	Promotion of cultural and recreational activities, such as the development of community musical groups, little theater
83	Promotion by the college of community events in which public affairs are discussed
66	Organization projects with other community agencies relating to the

	improvement of health conditions in the community
65	Use of college staff and students in making studies of the community (such as occupational surveys, sociological studies)
42	Widespread use of college staff as speakers to community groups
42	Organization of services using college staff or students or films and lectures from outside to further the conservation of natural resources
41	Research by college staff and students for business or professional groups in the community
41	Organization of child care programs for demonstration and instructional purposes

The Project Focus Team Report closely resembles the Reynolds findings, with much overlap. In a survey of 100 community colleges, selected from different strata of two year institutions, eight community service programs accumulated the highest frequency scores: adult education programs, non-credit course offerings, use of college facilities, establishment of community service department, extension centers, advisory groups, conferences and workshops for needs of local citizens, and professional development of faculty and staff involved in community service projects (Bushnell, 1973, p. 92).

A relatively new, and refreshing type of community service program was discovered by B. Lamar Johnson (1969, p. 118) in an exploratory survey of ten, two-year institutions. Open circuit television was identified as a community

service, with Chicago City College exhibiting the most developed program. Between 1956 and 1957, at Chicago City College, more than 50,000 individuals took more than seventy different television courses for credit. Over a period of time, approximately 150 completed their entire junior college program through this method of communication.

An inevitable question for interested observers is to what societal factors are these host of community service programs responding? Is the mission of the community service programs the assuaging of a society's guilt for not solving its many social problems? An outline of the societal factor or challenge and its corresponding community service is provided by Myran (1971, pp. 411-412).

Challenge	Response
Complexities of urban living	Strengthening of metropolitan campuses, community analysis public information services
Racial tension	Current issues, lectures, and seminars, recruitment of black students, black studies programs, counseling and financial aid programs in ghetto areas
Economic and technological problems	Career counseling, job placement, consultative services, manpower training programs, new careers programs, vocational retraining and refresher courses, small business management training, workshops and seminars for business and industry
Environmental decline	Participation in programs to

	conserve natural resources, urban redevelopment, beautification projects, model cities programs
Leisure time, cultural needs	Development of community recreation programs, lecture series, concert series, tours of special interest, short courses and seminars, art festivals, theatre programs, community band, orchestra chorus programs
Organizational specialization	Cooperative efforts with specialized community organizations and groups providing coordinative services to bring together diverse groups to attack community problems, master community activity calendars
Poverty	Participation in federally supported vocational programs, faculty-student volunteer activities, summer camp programs, counseling, recruitment and scholarship programs
Need for community resources in college programming	Advisory committees, use of community persons as instructors and consultants, use of total community as educational laboratory
Accessibility of educational services	Community use of college facilities, television courses, weekend college, evening credit and non-credit classes, extension of community learning centers, speakers bureaus, community library museum, gallery services, post office services

Community Service-Oriented Curriculum

There are no doubt innumerable ways for a two-year institution to express its sense of connectedness with its

surrounding community. One way to bring together the smallest unit of the college, the classroom, with the larger institutional programs, and the far more vast community is through the organization of its curriculum.

The community service-oriented curriculum unites educational events which are less likely to be classified as community services with events which are more likely to be classified as community services (Myran, 1971, p. 410). By combining these disparate procedures, this curriculum aids the community college in its mandated mission to "assist in the identification and solution of community problems" (Public Act 73-281, Program Review Committee Report on Community Colleges in the State of Connecticut, p. 45). In addition, the required formal collegiate degree or certificate work is not interrupted by a new type of program.

The community service-oriented curriculum is not an alternative to the existing academic program, requiring a different cadre of instructors, facilities, governance structures, or workers. It exists within the academic division, offering each participating student a full three credit psychology, education, sociology or anthropology course plus a one credit Community Service Laboratory. The only pre-requisite for the student is that he or she must be enrolled in the three credit section of the course to elect its Community Service Laboratory.

Organizational Models of Community Service-Oriented Curriculums

No data were located on an educational curriculum within the academic division of a community college where instructional services for transfer and terminal students were unified with community services.

Literature was available on cooperative education programs, alternative educational strategies, and a multitude of long range plans for a unified curriculum. While many of these programs closely resembled the community service-oriented curriculum, there were essential differences which prevented them from being adopted as organizational models for this project. A review of those related developments will be presented in the next sub-section.

Assistance with the organization of this community service-oriented curriculum model originated in four-year institutional literature. Curriculum reform to include an experiential component has long been advocated by participants in higher education. This appeal for a multi-university to promote teaching, research and community service was summarized by Paul Congdon (1971) in his address to the 26th National Conference on Higher Education: "The university has a three-part responsibility -- academic excellence, research and community service. This last responsibility tends to get short shrift in most institutions of higher education because an institution's excellence is not generally measured by its responsiveness to social needs . . . (why not) allow students

enough semester hour credits for community service?"

At the University of Michigan, Project Outreach was developed by 35 Psychology 101 teaching fellows to give students an opportunity to participate in diverse services and social action models (Cytrynbaum, 1969). These courses awarded four hours of academic credit achieved through three hours of weekly sessions for lectures, discussions or other learning opportunities and a fourth hour of community services.

The Project Outreach course organizational model was reported workable with respect to the students' acquisition of cognitive skills as well as gains in community action sensitivity (Cytrynbaum, 1969). Its arrangement was adaptable to the circumstances at South Central Community College where three credit courses could be expanded to allow for a fourth credit for community service studies.

A second model for study was a student intern, learning service project located in North Carolina (NCIO, 1972). For the past several years, the North Carolina Internship Office (NCIO) has sponsored a service-learning program for four-year college students interested in linking academic learning with community service. Service-learning is defined as the "integration of the accomplishment of a task which meets human needs with conscious educational growth" (NCIO, 1972, p. 7). A student internship lasts 10 to 15 weeks and interns receive both a stipend of $75.00 - $100.00 a week plus academic credit of one to fifteen hours.

Project Outreach and the NCIO service-learning models demonstrate ways to organize a community services-oriented curriculum. Each served as models for this project.

Related Programs. Other projects, while similar, were not applicable to this curriculum apparatus. Cooperative education represents one such activity. Cooperative education programs are frequently found in both two-year and four-year institutions (Johnson, 1969, pp. 51-71; Lawhorn, 1975). These programs principally orient the student to the world of work, with community service being of little or no importance from the student's perspective. In many instances, the work assignment coincides minimally with textbook materials under consideration in the classroom. Workers, other than the course instructor, often supervise student learning. The cooperative, work-study, educational model bears some similarity to the community service-oriented cirriculum since both establish an institutional/community relationship centered on student development. It did not present, however, an organization model to be followed in this study.

The alternative educational strategies of recent decades also resemble closely the community service-oriented curriculum. Kaleidoscope, an academic/experiential approach to community college general education, is one experimental study of this type (Leerstang, 1973). One hundred community college students, classified as developmental and transfer, registered for an alternative, sixteen credit-hour package

of courses in Psychology, Humanities, Political Science, Speech and Rhetoric. Community service projects were generated by these guided discovery learning experiences. Pretest/posttest measures of critical thinking, autonomy, open-mindedness, academic achievement, self-esteem and attitudes toward the learning situation were analyzed to determine the effects of Kaleidoscope.

Although Kaleidoscope exhibits several similarities to the community service-oriented curriculum in its emphasis on the application of knowledge through community service, its reimbursement of community service with academic credit and its study of learner behaviors as a function of community college courses experiences, there are essential differences. Kaleidoscope is a substitute for traditional academic courses. The community service-oriented curriculum retains the traditional courses, and adds a non-traditional element. Kaleidoscope is a sixteen-hour package for which students were selected, invited and strongly encouraged to remain (Leerstang, 1973, p. 52). In the community service-oriented curriculum, the Community Service Laboratory was an attached elective of the traditional course, for which any student could register if he chose, so long as he or she were matriculated in the three-hour portion of that course structure. Although there were too many limitations for Kaleidoscope to serve as an organizational model for this project, its experimental study findings were invaluable in their contributions of hard data on the impact of non-traditional

curricular programs on student behaviors.

Effect of Community Service-Oriented Curriculum on Perceived Student Role

Perceived student role, as conceptualized in this project, refers to a score earned on an attitude scale measuring feelings and attitudes towards community service projects in a community college. It also is operationally defined by a score earned on a Student Role Acceptance Inventory containing self-esteem items.

The perceived student role attitude scale is presented in a Likert-type format to measure a student's attitude toward community services in a community college. It contains five dimensions: (1) student involvement in community service projects conducted under the supervision of the college; (2) career development as a function of community services; (3) community service programs as an expected function of a community college; (4) community services in individual course offerings; and (5) collective responsibility of students and faculty to provide a community service as a part of their multipurpose educational curriculum climate.

Limited data were available on the impact of learning-service projects on perceived student role. The report on the Project Outreach study was primarily descriptive in nature, with a suggestion that students participating in the project found this type of course arrangement more relevant to the social needs of the times than students enrolled in Psychology 101 courses taught in the traditional fashion

(Cytrynbaum, 1969). While there was an experimental and a control group, comparison data on the students' resultant behaviors were not included in the Cytrynbaum report.

For a study of student attitudes toward the service-learning project in North Carolina, stratified random sampling was used to question 100 participants through a mailed questionnaire. Males, females, blacks, whites, freshmen, sophomores, juniors and seniors were interviewed to determine attitude changes as a function of this type of educational experience. The report concludes that "a plausible interpretation of these data is that interns became more concerned about community problems, more realistic about their complexity, but at the same time more motivated to try and work to solve them" (NCIO, 1972, p. 36).

In a related study, "Effect of Co-Operative Work Experience on Attitudes of Community College Students", the work experience was found to change attitudes positively towards education and towards the specific psychology course offering (Brightman, 1973). In this, of 296 students who were required to do six units of work as a part of the course requirement, attitude change seemed to be a function of their pragmative view of program in terms of it providing funds rather than as a function of the activities of the program itself.

The finding of this co-operative education study cast a questionable light upon the results of the North Carolina Internship Office study where students were also

recompensed for their services.

Related studies on student characteristics. To further understand perceived student role, some community college studies provided insight. A familiar description of the typical community college students reads: ". . . white, male, nineteen years of age, holds a part-time job, is enrolled in a business curriculum, has an aptitude for academic pursuits less than that of a university student and has never challenged the system" (Moore, 1970, p. 24).

Wisgoski (1971, p. 187) observes that "all too little is known about the interest, values and other personality characteristics of junior college students."

In Beyond the Open Door, K. Patricia Cross (1971) analyzes college entry level, student characteristics data with a focus on the unique academic-experiential needs of the so-called, New Student to higher education. Cross (1971, p. 55) concludes and speculates that "New students have a different orientation to school learning tasks than do traditional students." Non-traditional programs developed at the two-year college level are desirable.

Additional self-perception and environmental perception data on two-year college students were discovered by Raines (1971) as findings were being culled from the files of the American Council of Education, Office of Research and the American College Testing Program. One finding was that two-year college students participated in cultural and aesthetic activities with a 10% less frequency than four-year

college students. Too, with a 10% difference, the two-year college student perceives his/her environment as less intellectual, with less pressure for high grades, fewer students of high academic caliber and less competition for grades. They were also more prone "to describe their college as lacking in School spirit and providing 'not too much to do except study'" (Raines, 1971, p. 182).

Differential Effects of Community Service Participation on Alienation

The study of the impact of community service participation on alienation is complicated by the multiple meanings and moderating factors associated with alienation, as well as the varying types, numbers and consumer populations of community service. (Utech, 1971; Marquis, 1973; Chommie, 1969; Besag, 1966; Williams, 1973).

When alienation is defined to conform to major theories of alienation as developed by Durkheim, Engels and Fromm, six major factors emerge: (1) whether the subject indicates a positive or negative disposition toward his family ("Family"); (2) whether or not the subject indicates a generally negative attitude toward his culture and its institutions ("Negativism"); (3) whether or not the subject feels that his relationship to his culture is meaningless both with regard to the present and the future ("Meaningless"); (4) whether or not the subject feels isolated from his fellow man and from his society ("Isolation"); (5) whether or not the subject indicates any faith in his own future

potential ("Future"); and (6) the subject's attitude toward religion ("Religion") (Besag, 1966).

Theoreticians generally pursue their research on alienation from this level of construct development, generally allowing the preferred theory to specify the dimensions of alienation to be considered (Besag, 1966).

Practitioners in the field of education appear to take, at least, three different approaches to study alienation. A large body of literature covers the middle class, suburban high school dropout, as one unfortunate reflection of alienation. This approach looks pragmatic.

A second approach relates to the political structure of the classroom and its impact on learner behaviors (Adler and Harrington, 1970; Marquis, 1973). This political socialization approach suggests that school alienation is a function of course structure.

Extant also are the modified, logical positivists who neither rule out various theories nor look with scorn upon theoretical contributions. Their approach to the study of alienation and education, nonetheless, focuses chiefly upon the relationship between an educative phenomena and an alienation score. It is from this more narrowly defined perspective that alienation is perceived in this particular study.

A number of educationally oriented studies of alienation suggest that special school projects do not significantly reduce alienation score. In a study of the relationship

between student alienation, teacher control and school instructional organization, Marquis (1973) reports that alienation scores were not significantly affected, although alienation scores were reduced in females more so than in males.

In an empirical study of the relationship between participation in university extra-curricular activities and student alienation, Vaughan (1969) found no significant attitude change related to the specific program, concluding that "alienation is always present."

In a test of a hypothesis which predicted a relationship between tutoring time and alienation, Besag (1966) concluded that while tutoring shows no relationship of a significant degree with alienation, there is a greater positive relationship between tutoring time and alienation among tutors than among tutees (.19 and .2 as opposed to .01 and .04).

There are many explanations for this difficulty in reducing alienation score. One forwarded by Klein and Gould (1969) suggests alienation to be a <u>syndrome</u> of attitudes and feelings reflecting a view of society marked by cynicism, pessimism, and distrust, and a view of people as manipulative, uncaring and emotionally distant. This syndrome is rooted in the deep layers of the personality and is significantly related to parental identification.

Despite the accumulating body of evidence which suggests that educational activities do not significantly

reduce alienation score plus the occasional suggestion that alienation is a psychiatric syndrome, many studies conclude with suggestions that innovative educational programs, or differently designed studies might lead to a change in student alienation. In Utech's (1971) comprehensive study, "Student Attitudes: A Study in Alienation", five school activities were recommended to change student alienation scores: (1) reform the curriculum to meet the needs of modern society and the individual; (2) integrate field work, internships and practical experience with course activities; (3) introduce students to the world of work while still in college; (4) allow for situations where the student can actually make decisions that affect his well being; and (5) encourage faculty to integrate their off-campus interests and non-academic activities with the student's activities. This pattern of recommendations is frequently observed in the literature (NCIO, 1970; Cytrynbaum, 1969).

To follow through on recommendations from the literature, several factors were identified as necessary for educational projects which could significantly affect alienation score. Degree of participation in a project was one factor considered to have a differential effect on alienation score (York, 1973).

A study of the impact of degree of participation in a community service project on alienation was conducted with a group of welfare rights participants. Of three levels of participation, "high participation", "low participation",

and "no participation", alienation measures were lowest in those in the high participation group (Chommie, 1969).

Another factor, perhaps a moderating variable, in the relationship of community services activity and alienation, may very well be sex. Marquis (1973) and Rogers (1973) have found sex of the subject to influence alienation score. Klein and Gould (1973, p. 276) also present information in this regard; "It is striking that although the concept of alienation has become an important variable in psychology, almost no work has been done with female subjects."

An examination of male-female differences on alienation scores earned by students from a large state university and a medium-sized Catholic university found that males scored significantly higher than females (Utech, 1970).

Alienation may always be present in some degree in individuals (Vaughn, 1969). The challenge for educators is to continue to design programs which may significantly reduce its debilitating influences on student development.

Community Services Oriented Curriculum and Course Satisfaction

The North Carolina Internship Office (NCIO) project and the Project Outreach course arrangements were responses to the student's requests for academic experiences which linked textbook materials with social issues (Cytrunbaum, 1969; O'Connell, 1972). Feedback from both of these programs indicated student satisfaction with the course experience. In this study, course satisfaction refers to a student's

numerical rating of a course.

The Cross (1972) study of the new student in higher education further suggests that community college students and their counterparts in four year institutions would be more vocationally and personally satisfied with a non-traditional course arrangement which met a diverse set of needs based on a wide range of interests and aptitudes.

Student responses to alternative educational strategies with a community-oriented component also provide convincing data about course satisfaction. Mary Leerstang (1973, p. 1:5), designer of Kaleidoscope at Triton College in Illinois, reported that "Kaleidoscope had a positive effect on student attitudes towards learning, while the control approach had an extremely negative effect." An assumption is reached that a community service-oriented curriculum can lead to greater measured course satisfaction.

HYPOTHESIS

It is hypothesized that community service projects of a specific nature, when attached to an individual course curriculum, and performed by students will result in a (1) decline in feelings of alienation; (2) a more positive view of self as a community college student; and (3) an expression

of greater satisfaction with the course offering by participating students as compared to students not performing community service projects. These effects are expected to influence female students more so than males.

RATIONALE FOR HYPOTHESIS

Within the context of a basic belief that community college education should be involved in helping people and discovering ways to utilize its classical education knowledge to solve problems (Totter, 1972), an idea was conceived to create an activist educational process at this institution. It was felt that if liberal arts, general education and occupational courses each contained a community service component, a transformation would occur in the educational system, one which allows each instructor, with the aid of students, to link the subject matter under consideration to a need in the community. This newly formed association between the individual community college course offering and its self-motivated community services project might raise the level of consciousness of the faculty and students to the needs of the surrounding community (Reich, 1971). At the same time, some concrete action would be required, based on their collective outlooks about the specified community condition. This process may spark a revolution in our community college society, changing it from a static entity responding to a few community needs to an institution which relates to the community in as many ways as there are

Community Service Laboratories in action. Moreover, a sense of realism can be introduced into this community college milieu about its principal function in the American higher educational policy design, which for the most part, designates it as its change agent. Within this frame of reference, it seems logical to assume that a "community services-oriented curriculum" would have a significant impact on student development, along with a host of other variables which go beyond the scope of this present study.

Participant observer information supports the premise that a "community oriented curriculum" can change student behaviors. In an exploratory study of the impact of a community services-oriented curriculum on course satisfaction, perceived student role and alienation, preliminary findings suggested that the act of providing a community service for residents of two homes for the aged led to a positive role identity as a community college student.

Individual student comments took the form of "Now I know what going to a community college is all about: I like volunteering; it makes me feel like I am helping the community while going to college"; "Community service makes sense if you're going to a community college."

Students who previously publicly verbalized negative comments about the community college as an institution, especially those who were reverse transfer, expressed positive feelings and attitudes towards participation in community services in a community college course structure.

One outcome of this change was a new type of student activism, in which students challenged teachers to utilize community service laboratories as an educational approach. One group also solicited publicly from the local media, saying "You're always reporting the 'bad' things about South Central, now this is finally something 'good'." Their lobbying was so effective that it netted them a prime closing spot on a Connecticut-New York Eleventh Hour News program.

The empirical data is not as convincing about the hypothesized directional effect of a "community services-oriented curriculum" on student behaviors. The literature is overwhelmingly slanted in a direction of no significant relationship between special educational projects and alienation (Marquis, 1973; Besag, 1966). It is equally heavily weighted with recommendations for community related projects, requiring student involvement, as a means to reduce alienation (Utech, 1970; Williams, 1973). From this, one might develop a sense of suspensefulness with respect to the impact of this community service course structure on alienation.

The differentiation of perceived student role as a function of participation in a "community services-oriented curriculum" is strongly expected, although the justification for this hypothesis grows also out of logic rather than empirical data.

The major premise for this view centers in the wide

repertoire of behavioral alternatives in the what-where-why-when-how way of learning embodied in the organization of a "community services-oriented curriculum." The increased number of role opportunities afforded each enrollee in a community services course are greater, thereby enhancing the opportunities to perceive and incorporate new role constructs.

While there is not a large supply of literature to provide empirical support for the expectations of this project, the collective wisdom of educators strongly advises the reasonableness of an expectation that community service based on community needs will have a positive effect on student development, especially in creating a more positive view of society, other people and self.

OPERATIONAL DEFINITIONS OF VARIABLES

I. Variables

The independent variable, containing three levels, is community service-oriented curriculum with high degree of student participation (direct participation), low degree of participation (indirect participation) and no degree of student participation (non participation).

The moderator variable is sex of student.

The intervening variable is self actualization, a curriculum need of adult learners.

The dependent variables are: (1) amount of alienation of students, (2) perceived student role and (3) amount of satisfaction with course structure.

II. Operational Definitions of Variables

A community service-oriented curriculum exists when a Community Service Laboratory is attached to an individual course offering, and the course plan is organized to afford students an opportunity to supplement their 45 hours of subject matter instruction with 15 additional hours of community services, under the supervision of the course instructor. Three methods of participation are evident in the community service-oriented curriculum:

High or Direct Participation:	Community service project requires each student to engage in direct contact with consumer agencies, groups or individuals for 15 hours.
Low or Indirect Participation	Community service project requires each student to observe community service project planning, receive informal feedback about project; no direct participation required.
Non Participation	Community service project participation or observation not required of students.

III. Sex is males versus females.

IV. Alienation is operationally defined by actual score earned on the Besag TT Scale (Besag, 1966)

V. Perceived Student Role is operationally defined to refer to scores earned on two measures, referred to as the Student Role Acceptance Inventory (SRAI) and the Robinson Community Services in Community Colleges Scale (CS-CC). The SRAI is a self esteem measure and

the CS-CC is a five-point attitudinal scale.

VI: Course Satisfaction refers to actual number ratings given to four course satisfaction items.

OPERATIONAL RESTATEMENT OF HYPOTHESIS

It is therefore hypothesized that community college students exposed to the direct or high participation method of community service-oriented curriculum planning will show a decrease in alienation score, an increase in perceived student role scores on both the Student Role Acceptance Inventory (SRAI) and the Robinson Community Services in Community College Scale (CS-CC), and a higher rating of course satisfaction, as compared with students enrolled in the low or indirect participation method, and non participation method. This change in scores will be more evident in female students than male students. A differential effect will be noted for all three groups with respect to alienation and perceived student role.

SIGNIFICANCE OF STUDY

The advancement of the community services branch of community college education depends to a great extent upon the careful study of community services under experimental conditions. Each educational research effort intended to organize and evaluate a community services project can contribute to a needed body of knowledge about this branch of higher education -- its characteristics and development.

Studies of this type are also useful to educators interested in investigating classroom practices capable of ameliorating student adjustment difficulties associated with student role identity and alienation. If community service projects can be successfully integrated into a course curriculum with the resultant effect of improved student adjustment in certain areas, a valuable massive counseling tool shall have been discovered, one which is greatly needed (Cohen et al., 1971).

Finally, the idea of viewing that untapped resource, the community college classroom, as holding a key to the eventual involvement of the entire academic division in the total delivery of community services will be concretely advanced. One more route can be opened to cope with that unpleasant circumstance observed by Max Raines (1971, p. 393) who wrote: "It has been stated that the next great thrust in community college development will be in the area of community services, but currently it must be recognized that a gap exists between the potential of this function and the degree to which it is being achieved."

Chapter 2

METHODOLOGY

Selection of Students

The original aim of this study was to observe selected behaviors in 256 community college students enrolled in eight Social Science course offerings, four of which were drawn from sections listed with Community Service Laboratory attachments (General Fund Report, South Central Community College, 1974).

As can be seen in Figure 1, by the end of the 16 week semester during which this project was executed, 156 students attrited, leaving only 100 students available for final observations.

This attrition condition, containing such an ominous experimental mortality factor, threatened the internal and external validity of the study (Tuckman, 1972, pp. 74-80). The original purpose of the study was to examine the effects of three methods of participation within a community service-oriented curriculum on student alienation, perceived student role and course satisfaction, and the difference, if any, of that effect on male versus female students. The reduction of students, in a possibly non-randomized manner, challenged the potential usefulness of the study's findings in fulfilling its intent.

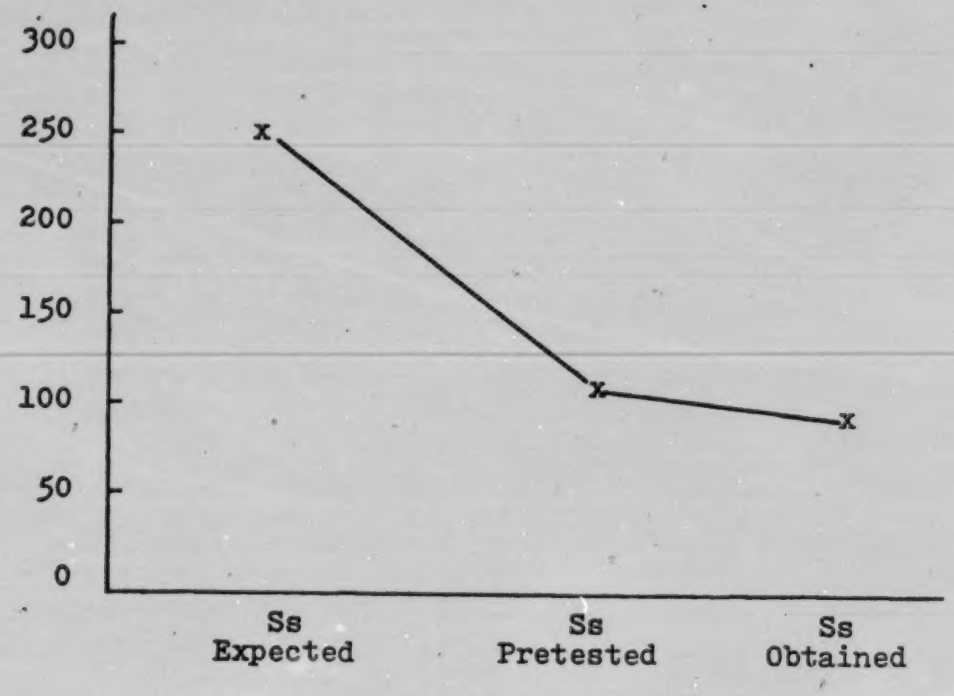

Figure 1

A One Semester Decline in Number of Students Participating in Experimental Curriculum Study

In accounting for attrition factors interacting to result in a loss of 156 students, seven factors emerged. Table 1 shows these factors to be (1) "W" or withdrawal from course, (2) "Z" or a no-show for course participation, according to instructors' records, (3) "NL" or not located at all, for testing with two pretests and/or two posttests follow-up attempts, (4) "IRG" or an irregularity in course rosters, due to students' enrollment in more than one treatment condition, (5) "PRE" or pretested only, (6) "POS" or posttested only, and (7) "REG" or registration irregularities.

Table 1

An Accounting for Attrition Factors in the Evaluative Component of Community Service-Oriented Curriculum

	W	Z	NL	IRG	PRE	POS	REG	Attrition Formula (e - at = o)
CS_1	0	2	12	0	4	9	+2	68 - 29 = 39
CS_2	1	3	19	6	6	7	-3	57 - 39 = 18
CS_3	3	26	19	5	13	15	+7	131 - 88 = 43
							N	256 -156 =100

Symbols

CS_1 = High or Direct Participation

CS_2 = Low or Indirect Participation

CS_3 = Non Participation

W = Withdrew from course

Z = "No-show" according to instructor, and recorded Z-grade

NL = Not located for testing with two follow-up attempts

IRG = Irregularity due to enrollment in more than one treatment condition

PRE = Pretested only

POS = Posttested only

REG = Registration technicalities

e = expected number of students

at = attrited number of students

o = obtained number of students

Sixty-one percent of the original sample of 256 students attrited, leaving 39 students within the direct participation condition, 18 within the indirect participation condition, and 43 students for the non participation condition.

With this distribution of students for the three different conditions the sampling procedures required examination. Chi square (X^2) analyses were applied to four categories of student characteristics data: male/female, urban/suburban, parttime/fulltime, and Afro-American/White American. The Chi table provided by the computer printout indicated that, to be significant, readings of 9.48 (df=4) were required.

Table 2 indicates no significant difference in distributions of sex characteristics data (X^2=4.588, df=2) within three curriculum treatment conditions.

Table 2

Chi Square (X^2) Analysis for Male/Female Proportions Within Three Curriculum Treatment Conditions

	Males	Females
CS_1	11	28
CS_2	4	14
CS_3	20	23
	35	65

No significant difference.

The urban/suburban categories, shown in the next table, Table 3, reflect *no significant differences* (X^2 = 0.883, df=2) in the three treatment conditions.

Table 3

Chi Square (X^2) Analysis for Urban/Suburban Proportions Within Three Curriculum Treatment Conditions

	Urban	Suburban	
CS_1	18	21	39
CS_2	6	10	16
CS_3	21	20	41
	45	51	96

No significant difference

The parttime/fulltime student characteristics data in Table 4 showed no significant differences within the three methods of participation (X^2 = 0.253, df=2).

Table 4

Chi Square (X^2) Analysis for Parttime/Fulltime Proportions Within Three Curriculum Treatment Conditions

	Parttime	Fulltime	
CS_1	11	27	38
CS_2	5	13	18
CS_3	13	26	39
	29	66	95

No significant difference

Table 5 indicates that there were no significant differences in distributions of the race categories within three treatment conditions (X^2- 0.070, df=2).

Table 5

Chi Square (X^2) Analysis for Afro American/White American Proportions Within Three Curriculum Treatment Conditions

	Afro American	White American	
CS_1	14	24	38
CS_2	6	12	18
CS_3	14	26	40
	34	62	96

No significant difference

Despite the 61% attrition rate, the sampling picture remained excellent, with the exception of the sex variable. Since sex was a moderator variable, the differences in males and females were subjected to a special data analysis. These chi square findings strengthened considerably the internal validity of the study with respect to selection of students.

None of the students were randomly selected. The 100 students who participated in the complete study were members of intact groupings.

An element of randomization was introduced through the management of the selection of course sections to which a Community Service Laboratory would be attached. Adopting

methods from the matched pair and matched-group techniques (Tuckman, 1972, pp. 82-84), eight course sections were matched for both subject area and teacher, resulting in the union of four pairs of courses. There were two sections of Introduction to Early Childhood Education, two sections of Introduction to Psychology, two sections of Introduction to Cultural Anthropology, and two sections of Sociology (Social Problems). These sets of twin sections could be distinguished by the presence of a Community Service Laboratory attachment. The section with the laboratory apparatus was the experimental component, while the one without a laboratory was its control. The member of the pair to carry a Community Service Laboratory was randomly chosen after student registration for its three credit, traditional course matrix. Hence, no student had advanced information about the course section in which a community service could be performed for one hour of academic credit. One might thus assume, from this selection process, that all registrants for the targeted experimental courses, had an equal chance for enrollment in either of the three treatment conditions. Subject selection bias was minimized, to some extent, through this procedure.

The 100 students who participated in this procedure were a diverse group. They were Afro American, White American, male, female, urban, suburban, parttime and fulltime. In each of the three treatment conditions, the age curve was positively skewed as shown in Figure 2. The mean age for the direct participation method was 27.1, the mean

age for the indirect participation was 29.0, and the mean age for the non participation approach was 28.1.

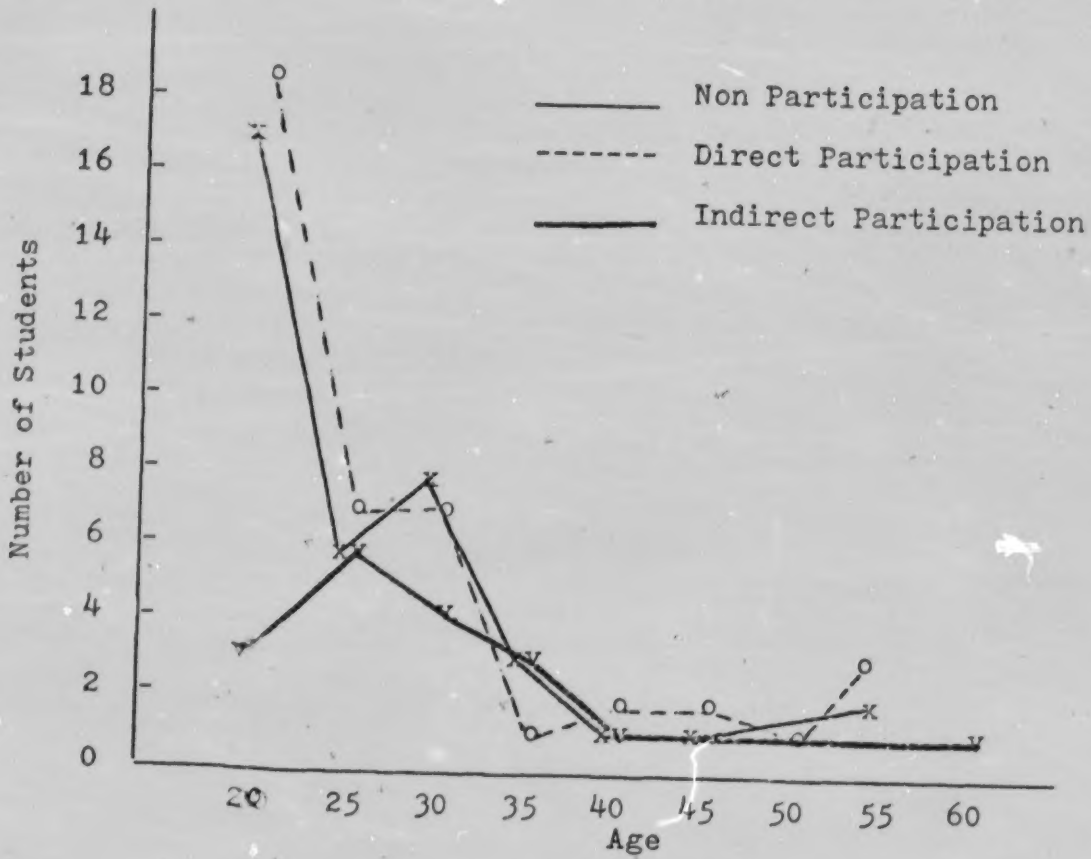

Figure 2

Midpoints of Age Intervals for Students Within Three Curriculum Treatment Conditions

For each of these three methods of participation, one is reminded that the number of participating students varied. Thirty-nine students fell within the direct participation condition, 18 within the indirect participation approach, and

43 within the non participation condition.

The 39 students within the direct participation condition consisted of all students enrolled in a targeted experimental course to which a Community Service Laboratory had been attached. These students registered for both portions of the course. It is worth keeping in mind that these 39 students are the representative sample of the considerably larger Community Service Laboratory population, discussed in greater detail in Chapter 5. The similarities of this experimental population to the larger Community Service Laboratory population was investigated through Chi Square (X^2) analyses of three categories: sex, parttime/full-time status, and geographic residences. No significant differences were noted (Sex: $X^2=0.81$, df=1; parttime/full-time: $X^2=0.12$, df=1; Geographic Residence: $X^2=0.37$, df=1).

Students enrolled in the indirect participatory method shared a slightly different treatment from those within the direct participation method. These 18 students were enrollees in a course section which had a Community Service Laboratory. They did not, however, register for the laboratory experience; their course activities were limited to the three academic credit course matrix. As well illustrated in the case presentations in Chapter 5, the 18 indirect participants, because of their exposure to plans, preparations and course satisfaction feedback conditions, received indirectly the community service treatment.

The third group of students consisted of registrants

in a twin section of those courses with Community Service Laboratories. These 43 students had no option for selecting a laboratory for their course section, although the course title and course teacher for their particular course were identical to its twin.

Once fixed in a given method of participation, students were held at that degree of participation throughout the life of the evaluation project.

To briefly recapitulate, 100 community college students were exposed to three treatment conditions within a community service-oriented curriculum. Selection for differing amounts of participation was determined by a student's enrollment in one of eight courses, four of which were experimental and four of which were controls.

INDEPENDENT VARIABLE

The independent variable consisted of curriculum designs which afforded students three methods of participation. One curriculum approach offered 15 hours of community services beyond the basic 45 hour course plan. A second method involved the basic 45 hour course plan and indirect observations of the planning, and course satisfaction feedback of community service activities. A third curriculum approach was based on the traditional course plan, with no direct participation, or indirect observation of community services.

To keep these conditions conceptually separated for

evaluation purposes, additional mechanisms were devised. One tactic involved the construction of different grading methods applied to traditional course work. A Community Service Laboratory student, at the direct participation level, earned a "Pass" or "Z" for no show for community service actions, plus a traditional grade of "A", "B", "C", etc. for the three credit hours of academic studies. The Indirect Participants and the Non-Participants both received solely the traditional grades.

A second technique used to keep the three levels of the independent variable conceptually divided was their locus of operation in the performance of community service activities. Individuals participating in the Community Service Laboratories conducted their activities away from the regular classroom. Subjects in the Indirect Participant Group did not accompany the laboratory students into the community, although they were often made privy to the nature, timing and subjectively determined success of these activities. No experimental control was exercised over this informal pattern of communication. As for the Non-Participants, no contact was made intentionally with them insofar as Community Service Laboratory events were concerned.

Treatment Variable

As described, the independent variable meets the standards for classification as a treatment variable (something is manipulated) (Tuckman, 1972, p. 300).

A description of the treatment received by Community Service Laboratory attachments for four courses is presented in Table 6. Each group of students within the direct participation method received 15 hours of treatment, although their form of community services varied. The guided discovery learning model was in evidence in each of these activities as a "helping relationship" and was established to promote the well being of others.

Table 6

Treatments Received by Subjects in Direct Participation Groups and Number of Hours of Treatment

Treatment	Number of Hours of Treatment
Education Courses: Students required to make puppets and materials for inner city day care center	15
Psychology Course: Students required to study in-depth the hunger drives of humans, identify people in environment who need food, and provide food supplements to these individuals through an established agency which then distributed these goods	15
Anthropology Course: Assisted local archeologist on two archeological digs for Indian artifacts	15
Social Problems Course: Provided visitations, field work assistance for residents of a local alcoholics center	15

The highest degree of participation was registration for a Community Service Laboratory (X_3). The second highest degree was enrollment in a course with a Community Service Laboratory attachment without being one of its registrants (X_2), and the third degree of participation was matriculation in a course section which had no Community Service Laboratory segment (X_1) although its matching section had a service component.

MODERATOR VARIABLES

According to Tuckman (1972, p. 41), a moderator variable is defined as "that factor which is measured, manipulated, or selected by the experimenter to discover whether it modified the relationship of the independent variable to an observed phenomenon." The literature on alienation and perceived student role suggests that sex may be a moderating factor in the reduction of alienation score and improvement of self-perceptions.

In this study, sex of subject was identified as a moderating variable. Information about the sex of each subject was obtained from the official student enrollment information desk.

DEPENDENT VARIABLES

Three dependent variables were measured in this experiment: alienation, perceived student role and course satisfaction. Each of these variables were measured by

separate instruments. The Besag TT Scale was used to measure alienation; the Student Role Acceptance Inventory along with the Robinson CS-CC Scale measured perceived student role; and a Course Satisfaction Rating Scale measured course satisfaction. In this section of this report, each of the dependent variables is described, a report on the instruments used to measure these variables is discussed, and the scoring procedure is identified.

Alienation

Alienation was operationally defined to refer to a raw score earned on the Besag TT Scale (Besag, 1966). The Besag Scale is composed of 35 items presented in a categorical response mode requiring a "yes-no". It is assumed that as the number of "yes" responses increase, so does the degree of alienation.

The TT Alienation Scale was developed to measure degree of alienation in two different groups of Ss, one group consisting of low-income, public school children who volunteered for an after school tutoring program and the second group consisting of middle to high-income university students who volunteered to provide tutorial services for this group of school children. To regulate the reading level of this instrument so that it could be administered to these two disparate groups, the TT Scale was standardized by using a student population of community-junior college students.

Items for the TT Scale were derived from both

empirical statements extracted from five theories of alienation, plus items on both the Srole Scale of Alienation and the Nettler Scale of Alienation. Content validity of the TT Scale was established by the relatedness of the items to statements derived from theories of alienation and reliable measures of alienation. A Kuder-Richardson Reliability Test was run with reliability for all items at .84. The correlations between the TT Scale and the Srole Scale of Alienation and the Nettler Scale of Alienation seem to indicate that alienation is measured by all three (Besag, 1966).

Perceived Student Role

This student characteristic was operationally defined by actual scores on two measures, the Robinson CS-CC and a Student Role Acceptance Inventory.

The Student Role Acceptance Inventory (SRAI) is a rewrite of the Coopersmith Self Esteem Inventory. The phrase "community college student" was substituted, in all instances, for the personal pronoun "I". Fifty-seven items were modified in this manner, and were included in the SRAI. A content analysis of this instrument, based on the inventory constructed by Stanley Coopersmith (1967), shows it loading on four factors: self-rejection as a community college student, family approval of role of community college student, rejection by authorities related to community college student role, and self-acceptance as a community college student.

Test-retest reliability techniques were utilized to establish the instrument's internal consistency. A coefficient of this association was 0.624, p=.001.

The Student Role Acceptance Inventory was administered to all obtained subjects in the experimental sample on a pretest and posttest basis. The size of the actual score served as a positive or negative indicator of the perceived student role.

A second instrument, referred to as the Robinson CS-CC Scale, is composed of 15 items, presented in a Likert type format. This measure examines a student's attitude toward community services incorporated into a community college's curriculum.

The scale was constructed by collecting random statements about community services in a community college from community college faculty members and administrators attending a Nova University Ed.D. Summer Institute. At the institute, individuals were approached, interviewed casually to determine their status, and then invited to make comments about community services at a community college. Over 100 items were collected, falling into six categories: (1) students' perceptions of role in a community services project; (2) career development as a function of community services; (3) community services as a function of community colleges; (4) community services in the individual course offering; (5) collective responsibility of students and faculty members to provide a community service as a part of

their educational function and (6) community services as a bridge between learning and doing.

Of these 100 items, 36 were selected based on their clarity and fit within these six broad categories. These 36 items were randomly arranged, written both in a positive and negative direction, and administered to an intact sample of doctoral candidates who were also attending the Nova University Off-Campus Summer Institute Program for Community College Faculty and Administrators.

These responses were scored and subjected to an item analysis to determine internal consistency. Fifteen items were retained as a reliable, final product. A test-retest reliability comparison yielded a coefficient of association of $Q=.44$; $p= .001$.

The experimental group was administered this CS-CC on a pretest and posttest basis. The higher the score, the more positive the student's perception of his or her role in a community services program within a community college curriculum was judged to be.

Course Satisfaction

Course satisfaction was measured by the student's rating of courses within the experimental component of the community service-oriented curriculum. These ratings were received at the end of the project.

EXPERIMENTAL PROCEDURES

One week prior to the beginning of the fall semester, at a Faculty Orientation Community Services Workshop, standardized instructions were discussed regarding the desired way to introduce the Community Service Laboratory concept. Each participating faculty member was asked to inform their classes of the addition of a Community Service Laboratory, if that were indeed the case. A recommendation was made that the in-the-classroom announcement be made in a matter-of-fact manner, with no intentional positive or negative overtones. A follow-up conversation with the participating faculty members revealed that the attachment had been handled in the desired fashion, with feelings expressed on the part of faculty members that the number of participants could have been greatly increased if the instructions were not handled in such an impersonal manner.

The instructors at the same workshop were advised to present the registration forms to students who elected the laboratory experience at the end of the class session. This suggestion, also, was accepted and implemented according to the instructors' informal reports. Registration forms were mailed or hand delivered by the instructors, to the Community Service Laboratory Desk. As requested at the Faculty Orientation Workshop, all forms were processed properly.

Registration forms were of a contractual nature reflecting the student's desire to join a Community Service

Laboratory, the number of required hours of service for academic credit, the date of the registration event, and the student's signature followed by the instructor's signature (see Appendix B). These materials were forwarded to the Registrar as well as the Business Officer charged with disbursements of grant monies, when needed.

Two subsequent faculty workshops provided the setting for solving program problems, and planning for the future. At the first of these two meetings, five major items were covered: (1) registration and grading concerns; (2) specific managerial difficulties in individual laboratory projects; (3) impact of project on student contact hour situation; (4) role of college committees in future development of Community Service Laboratory and (5) reporting procedures for laboratory activities.

The registration and grading concerns were managed in line with all existing college policies (South Central Community College Catalog, 1974-1975, pp. 22-29). Specific course management concerns for projects were resolved through group discussions, references to the laboratory notebook (see Appendix B) and suggestions from the Director of the Office of Human Services, City of New Haven, who was present at one time during this workshop to be its Community Consultant.

Unofficial reports were made to the group based on feedback from the Business Officer who indicated that the registration of 168 students for the Community Service Laboratory had a significant impact on the student contact

hour situation, increasing the full-time enrollment (FTE) by at least ten percent. This enrollment increment was of importance in this climate where faculty members had received pre-termination of contract notices contingent upon a decline in fall registration enrollment figures.

No firm decisions were made about the role of all college committees in the future development of the Community Service Laboratory. It was decided, however, that a request would be made of the Dean of Academic Affairs for a time slot at the November Professional Staff meeting to allow one of the laboratory instructors to present a summary of his community service instructional experiences. The request was received and accepted. The presentation was made by an anthropology instructor whose class had participated in an anthropological dig to assist a local archeologist culling for Indian artifacts.

The conduct of the faculty workshops was a pivotal dimension of the procedural development of the Community Service Laboratory project. "If faculty are to be excellent instructors and if the community college is to become the teaching college it claims to be," observed Terry O'Banion (1973, p. 10), "then staff improvement must be a major priority."

Chartering process. The specific communication procedures exercised during these faculty workshops are referred to as "chartering". According to James Farmer (1973, p. 86) who field tested the chartering process in

program development in the Coast Community College District of California, chartering is a mapping process.

> Chartering uses mapping for the purpose of presenting the rough outline of a program with its critical components. Once a chartering map has been developed by the program administrator, it can be used to facilitate two-way appreciation of facts and values between himself and significant others.

Within this Community Service Laboratory Project, a chartering model, shown in Figure 2, provided a communication frame of reference from which each Community Service Laboratory instructor was shown to be appreciated by "significant others" in the college milieu relative to community service-oriented curriculum planning activities.

Figure 2 emphasizes the importance of two-way appreciation in the communication of the facts and values associated with the implementation of the Community Service Laboratory project. The center of action in the chartering process began with the social science instructors, who were greeted and praised by administrators throughout the college. The President of the College recognized this innovation in a faculty orientation meeting, the Dean of Students (Lincoln, October 8, 1974) wrote: "Congratulations are extended to you (Department Chairperson) and the Social Science Department for a job well done. The Community Service Laboratory courses not only have generated additional student contact hours for the College but have made an impact on the Greater New Haven Community." The 4-H Club. Black Coalition, Office of Human Services, City of New Haven, and significant others

in community agencies expressed their appreciation to the social science instructors. Significant others on the faculty expressed their appreciation for the project; two members outside the Social Science Department asking to join the laboratory venture.

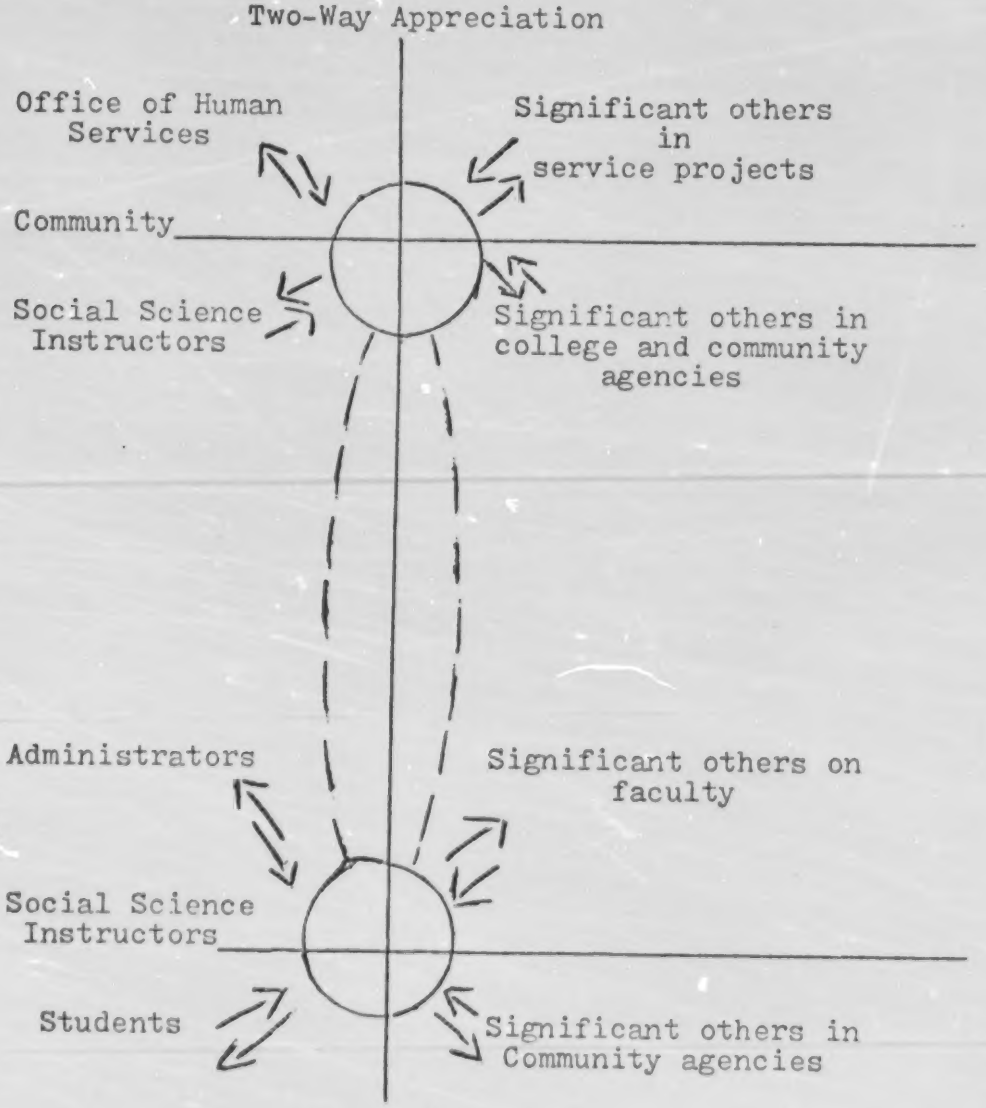

Figure 2

A Modified Diagram of Farmer's Adapted Chartering Process

This same chartering process was used to communicate appreciation to agencies and administrators. Each supporting administrator and community agency was kept apprised of events in the laboratory project, and letters of thanks for cooperation and kindness were written.

The two-way appreciation chartering process was applied throughout the life of the project at all levels of communication. This method included certificates to students who completed the project, news media praise, awards, etc.

A third faculty workshop focused on (1) final grading procedures; (2) continuation of the Community Service Laboratory project and (3) future administration of the project. The faculty members decided to continue the Community Service Laboratory project on a once a year basis, rotating the Project Director each year. This method of operation would afford each Social Science instructor an opportunity to develop administrative skills. In addition, it provided a vehicle for keeping this project infused with new ideas and fresh enthusiasm for the development of community service projects. The rotating directorship was contingent, however, upon the provision of release time for the faculty member who assumed this responsibility. Release time was not granted for this year's Project Coordinator. The new Project Director was scheduled to be appointed at the fourth faculty workshop.

The fourth faculty workshop meeting was called and

conducted by the Department Chairperson. This arrangement was required as departmental administrative matters fell under the aegis of the Department Chairperson. It resulted in the appointment of a Project Coordinator for the fall of 1975.

A fifth and final workshop will be held at the close of the school term to make plans for the following year. This meeting will be conducted by this researcher and the new project administrator. The chartering process will be used to continue to show a two-way appreciation for the Community Service Laboratory work of each participating instructor.

Design

A factorial design (Tuckman, 1972) was constructed to study the effects of the community service-oriented curriculum on alienation and perceived student role. The design proceeded, as shown, revealing that all students were pretested and posttested, before and after the introduction of the curriculum approach. Comparisons were made within the three educational approaches, and between male and female students.

O_1 X_3 Y_1 O_2	TREATMENTS (X)
----------	X_3 High or Direct Participation
O_3 X_2 Y_1 O_4	X_2 Low or Indirect Participation

O_5 X_1 Y_1 O_6	MODERATOR VARIABLE (Y)

O_7 X_3 Y_2 O_8 — Y_1 male

O_9 X_2 Y_2 O_{10} — Y_2 female

O_{11} X_1 Y_2 O_{12}

A Student's t-test was applied to the course satisfaction ratings received from the collective body of participants within the direct and indirect approaches in comparison with students enrolled in the non participation approach (control).

A two-by-three factorial analysis of variance was applied to alienation data and perceived student role data.

CHAPTER SUMMARY

To study the impact of a community service-oriented curriculum design, community college students were measured for pretest/posttest changes in scores on an alienation instrument, and two perceived student role measures. Comparisons were also made to determine whether the amount of course satisfaction was greater in students in a course section with a Community Service Laboratory attachment than in students in a matching section without a laboratory.

One hundred students participated in this study. Despite a major attrition problem, chi square (X^2) analyses proved the sampling to be excellent.

Students participating in the experimental study were introduced to the curriculum concept by seven faculty

members, who were prepared for the community services activities through a series of faculty workshops. A chartering process refined in community colleges in California (Farmer, 1973) served as a model for communications during the professional development sessions.

Chapter 3

RESULTS

Introduction

One hundred community college students participated in three curriculum treatment conditions. Before and after the introduction of the community service-oriented curriculum, all 100 students were tested on objective measures of alienation and perceived student role. These test data were analyzed by a 3 x 2 factorial analysis of variance using treatments as the independent variable and sex as the moderator variable. Course satisfaction data reflected only posttest ratings of courses by the collective body of students within the combined direct and indirect participatory treatment condition, in comparison to the students within the non participation control condition. A Student's t-test was applied to the course satisfaction data.

Within this research design, four hypotheses were tested, hypothesizing a main effect of curriculum treatments.

ALIENATION

Research Hypothesis

One hypothesis tested in this study was:

H_1 The attachment of a Community Service Laboratory to a traditional course structure, requiring student

performances of community service activities, will have a differential effect on direct participants, indirect participants and non participants, as reflected in a reduced alienation score. These effects will be greater in female students than in male students.

Alienation Data

Data reported from the Besag TT Scale of Alienation (Besag, 1966), reflected the mean gain or loss scores, and analysis of variance. Table 7 indicates no positive mean effect as predicted by the directional hypothesis which expected that alienation scores in the pretesting condition would be higher than alienation scores in the posttesting condition.

Table 7

Mean Change Scores on Besag TT Scale of Alienation

		Males	Females	Total
CS_1	Mean	0.333	0.042	0.187
	SD	2.915	2.815	
CS_2	Mean	-1.500	-0.200	-0.850
	SD	2.510	3.765	
CS_3	Mean	0.308	-0.235	0.036
	SD	2.251	2.251	
		-0.286	-0.131	-0.209

Symbols

CS_1 = Direct Participation
CS_2 = Indirect Participation
CS_3 = Non Participation

The analysis of variance data in Table 8 indicate that there were no significant score changes on alienation measures either within methods (F=0.870, df=2, p=.50) or between groups (F=0.050, df=1, p=.50). The directional hypothesis (H_1) was unsupported by these findings.

Table 8

Analysis of Variance of TT Alienation Change Scores

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Squares	F	Level of Significance
Method	2	13.578	6.789	0.870	0.424 NS*
Group	1	0.390	0.390	0.050	0.500 NS*
Interaction	2	10.795	5.397	0.691	0.500 NS*
Error (within groups)	73	569.886	7.807		

* No significant differences.

PERCEIVED STUDENT ROLE

Research Hypothesis

The second hypothesis tested in this study was:

H_2 The community service-oriented curriculum plan with the attached community service laboratory requiring student participation in a community service project, will have a differential effect on students within the direct participation condition, the indirect participation condition, and the non participation condition, as reflected in the attitudes of students toward the role of community

services in a community college curriculum. These effects will be observable in female students more so than in male students.

Perceived Student Role Data

The Robinson Community Service in Community College Scale (CS-CC) data reflected the mean change effect scores by treatment and by sex, plus analysis of variance. The mean gains for males in the community service-oriented curriculum approach was 2.364 in comparison with the -1.692 loss for females (Table 9). The results of an analysis of variance show no significant differences between male and female students in response to the curriculum approach. Attention is drawn to Table 10, however, where a trend toward a significant interaction effect may be observed ($F=2.54$, $df=2$, $p=.087$) with males appearing to exhibit the main treatment effects. This trend is the converse of the hypothesized effects of the community service-oriented curriculum, but, nonetheless, is not significant.

Table 9

Mean Change Scores on Robinson Community Service in Community College Scale

Method		Males	Females	Total
Direct Participation	Mean	2.364	-1.692	0.336
	SD	5.784	8.671	
Indirect Participation	Mean	0.333	0.600	0.967
	SD	5.715	5.125	
Non Participation	Mean	-5.412	0.318	-2.547
	SD	7.072	8.448	
Total		-0.405	-0.258	

Table 10

Analysis of Variance of Robinson CS-CC Change Scores

Source of Variance	Degrees of Freedom	Sum of Squares	Mean Squares	F	Level of Significance
Method	2	139.165	69.483	1.218	0.301 NS*
Group	1	7.528	7.528	0.132	0.500 NS*
Interaction	2	288.409	144.205	2.524	0.087 NS*
Error (within groups)	86	4912.707	57.124	-----	---------

*No significant difference.

PERCEIVED STUDENT ROLE

Research Hypothesis

The third research hypothesis was:

H_3 The attachment of a Community Service Laboratory to a traditional course structure, to require students to perform a community service project, will effect significant changes in the perceived student role. These effects will be greater in female students than in male students.

Perceived Student Role Data

A second measure of perceived student role was the Student Role Acceptance Inventory (SRAI). These data reflect the mean change scores by sex, and within methods, plus an analysis of variance.

Within the curriculum approaches, females showed gain scores of 2.148 while males showed increases of 1.111. These gain score data, presented in Table 11, when accompanied by an analysis of variance, shown in Table 12, suggest that treatment effects tend to be more evident in females within each treatment condition ($F=2.771$, $df=2$, $p=.07$). While this trend was not significant, it favors the community service-oriented curriculum approach over the traditional approach, in its effects upon female students.

Table 11

Mean Change Scores on Student Role Acceptance Inventory

Method		Males	Females	Total
Direct Participation	Mean	1.111	2.148	1.630
	SD	8.253	7.204	
Indirect Participation	Mean	-5.250	5.500	0.125
	SD	8.057	4.930	
Non Participation	Mean	1.533	1.882	1.708
	SD	6.556	7.936	
Total		-0.869	3.177	1.154

Table 12

Analysis of Variance of Student Role Acceptance Inventory Change Scores

Source of Variance	Degrees of Freedom	Sum of Squares	Mean Squares	F	Level of Significance
Method	2	27.671	13.386	0.261	0.500 NS*
Group	1	213.360	213.360	4.021	0.049 NS*
Interaction	2	294.066	147.033	2.771	0.070 NS*
Error (within groups)	72	3820.044	53.056	-----	---------

*NS No significant difference.

COURSE SATISFACTION

Research Hypothesis

The fourth hypothesis of this study was:

H_4 The effects of participation, whether direct or indirect, on course satisfaction will be greater in all students in the participation group than in students in the non-participation groups.

Course Satisfaction Data

As hypothesized, students who participated directly or indirectly in the community service-oriented curriculum showed significantly greater amounts of course satisfaction than the non-participation group.

On four course satisfaction items, the experimental group subjects, at the .01 level of significance and the .001 level of significance, expressed greater course satisfaction. As shown in Table 13, the first item showed a significant difference in the two groups of students ($t=3.05$, $df=78$, $p=.01$). The second item also evoked greater course satisfaction from the experimental group ($t=3.60$, $df=78$, $p=.001$). The third course satisfaction items produced significant group differences ($t=7.10$, $df=78$, $p=.001$). The fourth of the course satisfaction items also provoked responses which confirmed the directional hypothesis ($t=2.84$, $df=78$, $p=.01$). Each of these items refers to the extent to which the student was satisfied with the learning and community service actions in the curriculum, the social exchanges which occurred in the

classroom, the increased understanding of the community college philosophy, and the opportunities for working with fellow students, and instructors outside the structured college classroom.

Table 13

Comparisons of Mean Course Satisfaction Ratings by Experimental Group and Control Group

Course Satisfaction Item Number		t	Degrees of Freedom	Level of Significance
1	"apply learning through service"	3.05	78	.01
2	"social interaction opportunities"	3.60	78	.001
3	"develop understanding of community college philosophy"	7.10	78	.001
4	"social interaction outside of class with instructors and students"	2.84	78	.01

Differences are significant at the .01 level and .001 level.

CHAPTER SUMMARY

A review of the significant results of the experimental study reveals that participation in a community service-oriented curriculum led to a greater amount of course satisfaction than participation in a traditional curriculum program ($t=3.05$, $df=78$, $p=.01$; $t=3.60$, $df=78$, $p=.001$;

t=2.84, df=78, p=.01; t=7.10, df=78, p=.001). Furthermore a trend toward a significant interaction between the non-traditional curriculum approach and the sex of the student was noticed, suggesting that, as a function of their participation in this particular community service-oriented curriculum method, the female students developed increasingly an acceptance of their roles in a community college milieu (F=2.771, df=2,72, p=.07). Male students, on the other hand, exhibited a slight tendency toward change in their attitudes toward student participation in a community service program (F=2.524, df=2,86, p=.08).

In addition to these experimental findings, noteworthy insitutional changes occurred. Within one semester, a Community Service Laboratory program was introduced and implemented in 13 Social Science course offerings, taught by seven instructors, matriculated 168 registrants, and was maintained at a capital output of less than four hundred dollars ($400.00). The laboratory program is now an established unit within the Social Science Department, and will be offered each calendar year (See Chapter 5).

Chapter 4

DISCUSSION

Conclusions

Participation in a community service-oriented curriculum, as well as the opportunity to observe participant behaviors, was far more satisfying for community college students, than participation in a traditional curriculum arrangement.

On the other hand, participation in a community service-oriented curriculum did not reduce student alienation, nor did it significantly change perceived student role.

The notion lingered, however, that with more time, female students would have increased their acceptance of the community college student role, and male students would have developed a more positive attitude towards the community service role. No firm conclusions were reached, nevertheless, about the future possibilities for this type of course experience to effect these unrealized, expected behavioral changes.

INTERPRETATIONS

Course Satisfaction

The expected course satisfaction results materialized in this study, with the Community Service Laboratory students,

along with their classroom, peer observers, expressing a greater amount of satisfaction with the community service-oriented curriculum than the students enrolled in the traditional course structure.

Greater amounts of course satisfaction were expressed on each course satisfaction item, all four of which related to opportunities in the course structure to: (1) apply learnings through service, (2) meet other students in the course on a social basis, (3) develop an understanding of the community college philosophy and (4) associate outside the regular classroom with students and instructor.

The significance of the difference between the group means granted assurance that the results were not due to chance factors (Items 1, 2, 4: $p=.01$; Item 3: $p=.001$). The students' expressed satisfaction was interpreted to be a sound indication of their increased satisfaction with the attachment of Community Service Laboratories to psychology, sociology, anthropology, and education course structures.

The external generalizability of these findings extend to the larger Community Service Laboratory population from which the direct participants were drawn, the student population in four Social Science courses from which the indirect participants were obtained, and the remainder of the students in the attrition group (see Chapter 2). When put together, this external group comprised almost twenty-six percent of the total student population in the Social Science Department, favoring the external generalization of the

course satisfaction results to this entire student body.

Educational Implications. In terms of program planning, the Social Science Department can treat these results as a valid justification for the continuation of its Community Service Laboratory project. Community college students rarely perceive developmental college programs as particularly relevant to their needs (Bushnell, 1973, pp. 40-44). Their expression of satisfaction with the community service-oriented curriculum bespeaks well of its usefulness.

One might also expect that the participating faculty members will respond favorably to the positive student feedback related to course satisfaction. Faculty members, learning of their students' responses to the innovative course structure will probably maintain their current level of involvement in this project's activities. The works of Tuckman and Oliver (1968) provide statistical support for the expected impact of student feedback on faculty behaviors ($F=5.941$; $df=1/274$; $p=.025$).

These findings also contribute to that growing body of information about the community services dimension of community college education. When students are involved in community services, within the rubric of a community college classroom, greater course satisfaction may be a result.

Theoretical Explanations. The science of andragogy provides a conceptualization framework for the interpretation of the community college student's greater amount of course

satisfaction within a community service-oriented curriculum. Andragogy is the science and art of teaching adult learners (Knowles, 1974). Individuals involved in curriculum planning for adult education are often advised to perceive these students as self-actualizers (Maslow, 1954) with specific curriculum needs.

The self actualizing adult learner needs course experiences which can meet his personal needs, aspirations and potentialities. Such a curriculum organization would allow these students an opportunity to (1) show a concern for the welfare of mankind, (2) become involved in problem-centered activities and (3) express a deep appreciation for their academic experiences in a mature, competent, self-fulfilled manner (Knowles, 1974). Given the format of the community service-oriented curriculum, these self-actualization needs could have been met, and it would therefore follow that greater measured course satisfaction was a result.

The community service-oriented curriculum also gave the adult learner a laboratory experience in which specific curriculum requests were honored. A study by Kinzer (1973) reported that 43% of the adult learners polled sought vocational subjects, 13.4% hobbies and recreational subjects, 12.6% general education, 12% home and family life, 6.8% public affairs, 3% religious studies and 2.9% agriculture and farming. Many of the Community Service Laboratories extant in the Social Science Department included at least one project suggested in the Kinzer categorizations.

Meeting the specific curriculum needs of the adult learner population might be a second reason the participating students were more satisfied.

A final observation is that the self actualizer was more likely to prefer guided discovery learning experiences rather than structured experiences (Leerstang, 1973, pp. 26-31). The Community Service Laboratory, a priori, called for discovery learning, "the principal content of what is to be learned is not given" (Ausebel, 1963, p. 16). The greater course satisfaction might have been a function of organizing learning experiences in which self-actualizing, adult learners could define some of their own objectives, engage in meaningful behaviors based on their own goals, and cultivate knowledge through the application of learnings through community service. This process is likened to the needed actions suggested in the ancient African proverb: "Knowledge is like a garden; if it is not cultivated, it cannot be harvested" (Leslau, 1962, p. 31).

Limitations of Course Satisfaction Findings. Reluctant though this researcher may be to suggest this possibility, the Hawthorne effect may have been operative in these course satisfaction data. "Offer something different and the people thrive on it--at least initially," observes Cohen and Associates (1971, p. 123), when commenting on the experimental curriculum programs reported in community college literature. While the Hawthorne effect might have influenced the outcomes, it is unlikely, considering the

size of the observed population, the number of teachers involved, and the long period of time during which the study was conducted.

Summary Statements. Participation in a community service-oriented curriculum evoked greater course satisfaction than non-participation. An average amount of course satisfaction was expressed by all students, as could be expected in older age groups (Bushnell, 1973, pp. 19-23). Discriminative expressions of course satisfaction, however, were in evidence. These results provide a strong argument for the success of this project and seem to augur a future for the Community Service Laboratory within the Social Science Department.

Perceived Student Role

The results of the perceived student role data revealed no significant change effects as a function of participation in a community service-oriented curriculum.

On the Robinson CS-CC, opaque trends toward possible change in the male students were noted, but not in the females. Equally interesting were the change score data received from the Student Role Acceptance Inventory. Female students appeared to have had a stronger reaction to the experimental curriculum approach than male students. With an increased amount of Community Service Laboratory time, perceived student role changes might materialize.

In summary, while the sex role socialization issues

are extremely provocative, the statistical insignificance of the results preclude an extensive discussion of these possible developments. Later investigations may shed more light on the relationships of sex role socialization and perceived student role.

Alienation

Alienation was not reduced as a function of varying levels of participation in the community service-oriented curriculum. Consistent with the findings of previous research studies, alienation is not affected by educational intervention measures of a short term nature (Besag, 1966, Marquis, 1973).

Whether described as a syndrome, a school drop-out phenomena, or a personality construct, it appears that alienation is rooted deeply in the inner core of the personality structure, and thereby remains untouchable by a brief period of educative treatment.

The challenge remains to construct programs which can weaken the alienation trait in American community college students. The development of satisfying programs to meet the needs of the alienated student is not enough.

Design Considerations

External generalizability, restrictions on interpretations of community service, and time are the prime limitations of this study.

As the students were not randomly selected from the

total student body, the external generalizability of these results is restricted to the participating student sample, the larger Community Service group, and perhaps, the entire student body within the Social Science Division. As data were not available to compare students who enroll in Social Science course offerings with students registered in other divisions, the findings are not generalized to the complete student population at this community college.

A second limitation of this study is the inability, after data analysis, to determine which specific community service projects operated to effect change. There are many types of community services, ranging in number from eight and over, depending on the observer. The community service-oriented curriculum was not studied for its community service typologies, placing limitations on the interpretation of the findings in terms of identifiable community-oriented projects. The results of this study should be conceptualized as the relationship of a holistic, community service-oriented curriculum approach and selected student behaviors. Future research will examine this curriculum entity in terms of its individual community service typology.

A third study limitation is its ability to determine differences between the direct participants and indirect participants' amount of course satisfaction. This limitation grew out of the participating and non-participating students' apprehension about shedding their anonymity on course rating forms. Given the problems related to obtaining students in

this project, in the interest of gathering useful information, the names of students were not requested. Instead, only course name, section, day, and time were asked.

While this lack of differential course satisfaction information from direct participants and indirect participants places limits on data interpretation, it also heightens confidence in the raw data, suggesting that the responses reflected greater candor as a function of anonymity.

Attrition

Two hundred fifty-six students were expected for this experimental study, and 100 were obtained. The attrition phenomenon was due to a multiplicity of factors, all clustering around attendance, minor technalties and testing casualties. Attendance was the major problem in the control group. Testing was the primary source of student losses in the experimental group.

Regardless of the causes, the high loss in subjects was totally unexpected, with no built-in plan within th research design for such a gross problem. Months and months of round-the-clock, arduous study was almost nullified by this attrition problem. The tenor of the attrition problems confronted by educational researchers of academic/experiential curriculums in community colleges was beautifully described by Mary L. Herron Leerstang (1973, pp. 56-57):

> Although the original research design indicated a sample size of 50 for each group of students within each approach, the actual sample size was reduced to 25, the larges number of control

subjects taking both the pretest and posttest. Although the experimental subjects were carefully controlled for testing, many control subjects felt no pressure to participate in the testing procedure. In spite of numerous letters from the Dean of Instruction encouraging their participation, and the additional possibility of receiving CLEP credit by examination, the control students remained uncooperative.

Future studies of the community service-oriented curriculum will anticipate attrition. The learnings from this experience are very useful. Actually, rich data is available in the detailed analysis of the specific problems which accounted for the sixty-one percent attrition loss. While it goes beyond the scope of this community service-oriented curriculum project to study attrition, the data will be analyzed in detail in the future.

CHAPTER SUMMARY

The Community Service Laboratory project was a success in terms of its original goals to add community service extentions to thirteen Social Science course offerings, its organization and implementation of five professional faculty workshops to put community service ideas to work, and its evaluation of the program in terms of its effects on selected student behaviors.

Under the aegis of this major applied research project, Community Service Laboratories were added to sociology, psychology, anthropology and education courses; provided services to one hundred sixty-eight registrants;

and reached over twenty different community agencies. The program is now a permanent structure within the Social Science Department, with plans underway for its extension to the entire academic division in the coming semester.

The faculty workshops bore rich fruits in terms of introducing the spectrum of community services, creating a forum for solving administrative problems of the project, and meeting community agency representatives. A measure of the level of faculty involvement in this venture was the high rate of attendance at each meeting (87%), the active, enthusiastic, verbal exchanges during the workshops, and the unanimous decision of the faculty to continue their laboratory projects during the fall semester of each calendar year.

The evaluation of the project revealed that the community service-oriented curriculum was a more satisfying experience for the participants than the non-participants, held promise for changing perceived student role, and was unsuccessful in reducing student alienation.

All results combined, the project revealed this innovative curriculum within the Social Science Department to be relevant and worthwhile for meeting both the diverse needs of the community college student population, as well as the community service needs of South Central Community College. A strong recommendation is made that the project be continued, and refined through more direct curriculum implementation and ongoing educational research.

Figure 4

Drawing of Community Service Laboratory Students at South Central Community College

Chapter 5

SUMMARY DESCRIPTION OF INSTITUTIONAL CHANGE

Introduction

As a result of this community service-oriented curriculum project, South Central Community College exhibited a radical institutional change in its delivery of academic and community services. Without producing trauma, this project was quietly executed, creating changes in (1)

registration procedures, (2) administration and governance, (3) grading, (4) professional staff development, (5) curriculum planning, (6) community service programming and (7) public relations.

The hub of activity was concentrated within a Social Science Curriculum. The change-agent goals were constructed to assist the larger institution in its need to deliver more effectively community services, its need to generate an increased number of student contact hours, and its need to plan curriculum programs which were responsive to the educational needs of its students. Details of this project are described in the writings about Community Service Laboratories.

DESCRIPTION OF COMMUNITY SERVICE LABORATORIES

Community Service Laboratory projects were initiated, on an official basis, at South Central Community College, during the Fall Semester of 1974. It represented a non-traditional plan which afforded Social Science instructors an opportunity to perpetuate their traditional academic studies of curriculum planning, while at the same time devoting an element of attention to the community service needs of the college and surrounding community.

The history of this project originated in a Nova University practicum effort during which time a Community Service Laboratory project was conducted by this researcher. The seeds of this curriculum change idea found fertile soil

in a Social Science Department during a time of crisis when it was discovered that the academic division was not generating a sufficient number of student contact hours to continue to be funded at its past levels.

The Community Service Laboratory idea was adopted by the Social Science Department when presented by this researcher. It went through three stages of program development, attracted a cadre of course sections and students, involved a large percentage of the Social Science faculty, maintained its own budgetary allocations and engaged in active public relations activity. Each of these categories will be briefly discussed to describe this project in action.

Three Stages of Program Development. The Community Service Laboratory concept began to develop through three stages of action. Only a small flavor of the human drama which unfolded as this project progressed can be captured. Each stage had its own ongoing life flow. The first stage, referred to simply as Stage I, involved six major policy enactments on the part of the Social Science Department through which this laboratory concept was developed.

1. Three months prior to the first student registration for a Community Service Laboratory, the Social Science Department met to consider an incorporation of a Community Service Laboratory component within its curriculum structure. Seven of nine instructors decided to attach a Community Service Laboratory if it were found to be feasible

with respect to time, credits and funding.

2. An agent of the department (this writer) was appointed to conduct a feasibility study during the summer, reporting back to the faculty prior to its final preparations of fall syllabi.

3. The usual communication and decision-making structures regarding curriculum changes were waived by the department, in the interest of creating an innovative change in the curriculum. The pro tem Project Director would relate directly to the Academic Dean regarding Community Service Laboratory program implementation procedures.

4. The college's requirements of clearance of all curriculum changes through the Curriculum Committee was deemed unnecessary, as each of the thirteen courses designated for Community Service Laboratory attachments were already established and operative.

5. The Social Science Department decided that if all aspects of the project were accepted by the President of the College, the Academic Dean, the Dean of Student Personnel and the State Board of Trustees, before August 1, plans would be undertaken to prepare syllabi for the fall semester of 1974 for Community Service Laboratories.

6. The Social Science Department, for its own information, voted to hold a series of Faculty Orientation Workshops to develop community service skills.

The second stage, often referred to as the Problem

Solving State, presented daily threats to the survival of this project. Problems were steadily presented which had to be solved in order to move the curriculum plan a step further in the desired direction. Only a few of the most outstanding problems are presented, although it is worth keeping in mind that many other difficulties existed and continue to exist.

Problem	Solution
How would students pay for Community Service Laboratory fees, when there was no advance information circulated with respect to its addition to a course offering?	A grant was applied for and awarded.
How would seven faculty members be recompensed for their extra time spent in Community Service Laboratory activities.	Initially, no salary would be received by the faculty. If the project were a success, eventually, the extra credit hour, or fifteen hours per student would be credited to the faculty member's time as are other credits.
Who contacts all college personnel, arranges workshops, and conducts other duties during the program planning phase?	The pro tem Director.
What would be the role of the Department Chairperson in this project?	The Department Chairperson would continue to assume the final administrative authority over all departmental activities.
When would students be informed about the implementation of the project?	The first day of class; registration would be conducted in the classroom for students who elected the Community Service Laboratory.

The final stage of development, called the

Implementation Stage, included faculty workshops, registration activities and the establishment of a Community Service Desk.

During the Implementation Stage, faculty workshops to forward community service planning constituted one outstanding change. Within the Social Science Department, monthly meetings which were heretofore devoted primarily to traditional academic challenges, shifted faculty discussions to community service affairs.

The increased awareness of the community service function of individual academic departments seemed to set off a chain of events within this community college. Other departments appeared to publicize their community service activities to an extent that in review of college activities, community service actions were usually noted.

Another change occured in the establishment of an academic credit for Community Service Laboratory participation. At South Central Community College, the Social Science Department was the first to award academic credit for community services, revolutionizing community thinking about the types of activities which deserve credit.

The community service project was permanently adopted by the Social Science Department as a curriculum activity to be conducted once a year during the fall semester.

Courses and Students for Community Service Laboratory

Table 14 presents information showing that 13 sections attached Community Service Laboratories.

Table 14

Titles of Courses with Number of Students Enrolled in Thirteen Sections of Social Science Courses Participating in a Community Service Oriented Curriculum

Titles of Courses	Number of Students
Education 104-1, Introduction to Early Childhood Education	9
Education 110-1, Field Seminar I	4
Psychology 101-1, Introduction to Psychology	22
Psychology 110, Behavior Modification	42
Psychology 103-2, Child Growth and Development	6
Psychology 103-1, Child Growth and Development	11
Psychology 103-3, Child Growth and Development	4
Sociology 110, Family, Child and Community Health	14
Sociology 201-1, Social Problems	30
Sociology 101-4, Introduction to Sociology	4
Sociology 101-5, Introduction to Sociology	7
Sociology 217-1, Minorities in the United States	8
Anthropology 200-2, Cultural Anthropology	7
	n = 168

Figure 5

Drawing of Community Service Laboratory Students Helping in a Nursing Home

Students. The 168 students registered for Community Service Laboratories are not the same 100 obtained subjects for the experimental curriculum component. Only 39 of these students participated in the experiment, a piece of information which is quite pertinent to recognize the analogous nature of the program and its empirical analysis.

The 168 students who participated in the entire Community Service Laboratory program were a diverse group. Their ages ranged from 18 to 60, with a mean age of 29.57. Other characteristics of this group are exhibited in Table 15.

Table 15

Selected Characteristics of One Hundred and Sixty Eight Students Registered for a Community Service Laboratory

Category	Characteristics
Sex	38% Male 62% Female
Part Time Full Time Status	33% Part Time 67% Full Time
Geographic Location	47% Suburban 53% Urban
Race	42% Afro-American 58% White American

Faculty Involvement. Of 21 full time and part time instructors, seven participated in the Community Service Laboratory projects, yielding a percentage of 33%

When the full time Social Science faculty was studied for its degree of participation, the number and percentage increased significantly, producing a high percentage figure of 77%. The number would have been higher had not one faculty member filed student registration forms after the initial deadline for acceptance. This instructor, nevertheless, produced one of the largest community service projects conducted during the semester. Those data were not included in the final evaluations because they were not a part of the

Figure 6

Drawing of Community Service Laboratory Students Contributing to Food for the Hungry Drive

official registration information.

Budgetary Requirements. Three thousand dollars ($3,000.00) was available to defray student expenses for registration for a Community Service Laboratory. Less than four hundred dollars ($400.00) was needed, however, because the project attracted primarily full time students who were not required to pay additional monies for adding one-credit courses. To elaborate, at South Central Community College, any student who registers for 12 academic credits may add as

many as four more credits without paying additional fees. Students, however, who matriculated for less than 12 credits do not have the same financial advantage, and thus, must pay six dollars and twenty-five cents for any added credits. With the majority of the Community Service Laboratory population consisting of full time students, the project emerged as an inexpensive operation.

Public Relations. The media coverage of the Community Service Laboratory program was delayed until pretesting and posttesting was completed. During the final weeks of the semester, however, a major media campaign was launched resulting in a broad public awareness of the availability of a new kind of academic experience at South Central Community College. The media presentations included a one week, daily, noon time role in a popular Woman's Radio Talk Show, a fourteen minute role in a widely viewed "Dialing for Dollars" television program, a two column, choice spot in the Sunday society section of the local press, and a continuous contact with agencies regarding the availability of a new kind of curriculum at South Central.

A kit, containing audio-visual materials for use by individuals interested in learning more about how community services may be linked to classroom activities was prepared in conjunction with these public relations actions.

A Case Study of Two Community Service Laboratory Students in Action.

Brooks and Judy were two full time, female community

college students registered for a Social Science course offering to which a Community Service Laboratory had been attached.

Brooks was a 30 year old student, married, the mother of three children and the wife of a professional man. Judy was a 24 year old, unmarried student who was self-supporting.

Both students were reluctant to "sign up for" a Community Service Laboratory. Brooks indicated that it sounded interesting, but seemed too time consuming. Judy asked for more information. The instructor's response to both of these students was similar: 15 hours of community service time was required to fulfill the laboratory expectations. A community service project could not be identified until students had become acquainted with the subject matter, investigated a community need for a course related service, and then decided upon a course of action. The Community Service Laboratory would not begin until ten weeks of course work had been completed. On the second day of class, both Judy and Brooks registered for the Community Service Laboratory.

During the first ten weeks of the semester, Brooks and Judy attended class regularly, developed an expected level of mastery of abstract learning principles, and acquired elementary techniques used by behavioral education technicians. While studying Behavior Modification, pilot projects were organized for all students in the course, whether

affiliated with the laboratory or not, to give each an opportunity to apply course learnings in a practical manner. One class project, for an example, required each student to replicate the Ljunberg Fox (1966. pp. 85-90) experiment which effected better study habits in students.

By the end of the ten weeks period, Brooks and Judy felt comfortable with the guided discovery learning model.*

Figure 7

Drawing of Community Service Laboratory Students Helping in a Day Care Center

*Guided discovery seems to rely on perceptual psychology in that it requires a "helping relationship", (Leerstang, 1973, p. 20).

A special meeting was called for the Community Service Laboratory students, at which time each was encouraged to identify a community service project, which would interest them, and would apply classroom learnings through community service. Individuals were invited to try to form team projects, although individual projects were acceptable.

Brooks and Judy were both accomplished swimmers, holding advanced certifications as Life Guards. They decided to perform a swimming project.

The students took the preliminary steps of making arrangements for a time and place for this project. They also prepared a careful plan indicating the objectives to be accomplished.

Objectives

"Freedom for Terrified Swimmers"

Objectives - Pre-beginner level of swimming known as Minnows as established by the Y.M.C.A.

1. Swim unassisted for length of twenty feet
2. Float on stomach with head out of water for three minutes - survival float
3. Float on back
4. Master ability to jump offside of pool in shallow end
5. Learn basics of simple lifesaving reaching assist

Schedules of Reinforcement

Continuous based on praise and social interaction.

Operant Level of Responses

Established by questionnaire concerning their introduction to water and fears of water.

People Involved - Technicians Judy Hall, Brooks McDermott, clients Oceolla Brooks, Jackie Michaels, Ann Chambers, Maria Rodriguez.

When: Every Wednesday from November 6 - December 11

Time: 7:00 - 8:00 p.m.

November 6	November 13	November 20
✓	✓	✓
November 27	December 4	December 11
✓	✓	✓

Where: Wilbur Cross Pool

Brooks and Judy coached their students for one hour each Wednesday evening for six weeks, in the swimming pool rented by the college. Each swimming session was followed by a one hour "pep-social" session during which the students and teachers praised the "terrified" swimmers for their progress. Three additional hours were spent in preparation time.

By the end of the project, Brooks and Judy had taught the terrified swimmers to swim sufficiently well to be prepared for a pre-swimmers course at a local "Y". The course graduates were awarded diplomas at a well-attended Holiday Symposium, sponsored by the Psychology Section.

For their community service actions, Judy and Brooks received a recognition certificate from the Community Service Laboratory (all registered students received this certificate). Awards from the Physical Education Department will be presented to them. Judy and Brooks were glad they "signed-up" for the Community Service Laboratory, expressing a greater sense of course satisfaction with this type of course arrangement than with the traditional course offering without a Community Service Laboratory.

Summary Statements. The Community Service Laboratory Program was initiated in the fall semester of 1974 at South Central Community College. It attracted 168 students, enrolled in 13 course sections in psychology, education, sociology and anthropology. These laboratory courses were guided by seven Social Science instructors who volunteered their time. The students received a one-hour academic credit for their participation in a Community Services Laboratory. The project emerged as an inexpensive venture, and was deemed sufficiently successful by the faculty to continue its operation, once a year, within the Social Science Department.

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Appendix A

Community Service Grant Materials

ACTION
Region 1
John W. McCormack Post Office
and Courthouse Building
Boston, Massachusetts 02109

January 29, 1975

Professor Ann G. Robinson
Project Coordinator
South Central Community College
111 Whitney Avenue
New Haven, Connecticut 06510

Dear Ann:

Effective January 31, 1975 your Mini-Grant project will be officially transferred to the District I Program Office for monitoring and evaluation purposes.

Any questions or problems should be directed to the District I State Director, Romero Cherry. All bi-monthly and end of project reports should also be forwarded to him. Your State Program Office is located at:

60 Washington Street
Suite 411
Hartford, Connecticut 06106

Telephone: (203) 244-2302

It has been a pleasure working with you in the development of ACTION's Special Volunteer Programs. I'm certain the impact and success of your mini-grant project will be a valuable tool in measuring the effectiveness of this new program.

Thank you for your cooperation during the past months.

Sincerely,

Patricia L. Fortier

Patricia L. Fortier
Special Volunteer Program Coordinator
ACTION, Region I

PEACE CORPS • VISTA • UNIVERSITY YEAR FOR ACTION • NATIONAL STUDENT VOLUNTEER PROGRAM
FOSTER GRANDPARENTS • RETIRED SENIOR VOLUNTEERS • SERVICE CORPS OF RETIRED EXECUTIVES • ACTIVE CORPS OF EXECUTIVES

Appendix B

Community Service Laboratory Notebook

A NOTEBOOK ON OUR COMMUNITY SERVICE LABS

South Central Community College
Social Science Department

prepared by
Ann Garrett Robinson
August, 1974

COMMUNITY SERVICE LABORATORIES: AN APPROPRIATE SERVICE ACTIVITY AT A COMMUNITY COLLEGE

COMMUNITY SERVICE MISSION

The three oldest branches of community college education are services for transfer students, services for terminal students and community services. Community colleges in Connecticut were conceptualized in this historical context: providing preparation for students to transfer to four-year institutions; providing occupational programs which teach salable skills in two years; and community service. Of nine goals of a community college education identified by the Master Plan for Higher Education in the State of Connecticut, three are of a community service nature:

1. Community colleges are expected to provide activities and learning opportunities which meet the adult educational and community service needs of the residents of the community served by an institution.

2. Community colleges are expected to direct the resources of the Community College System toward a search for solutions to urgent community problems.

3. Community colleges are expected to provide cultural and social service functions needed but not provided by any other public agency.

Resource Group 1
A Discussion Paper for the
Master Plan for Higher
Education in Connecticut
Document #9, February 1973

WHAT ARE COMMUNITY SERVICES?

Community services vary. The number, types and consumer populations of these programs are unlimited, dependent entirely upon the individual college and its unique perceptions of its community services role and function. Definitions of these varied services are generally expressed in one of the five following ways:

1. The various services which an educational institution may provide for its community.
2. The use of college resources to meet specific needs of individuals within the college or individuals and enterprises in the community.
3. Services which are principally of a self-realization nature, usually offered in adult education programs.
4. Any services which go beyond the traditional school day or the traditional school program.
5. Services rooted in the philosophical orientation that the community college encompasses the length and breadth of the college district, and that the total population of the district is its student body.

The legislature's Review Committee Report on Community Colleges in the State of Connecticut is reported to have defined community services as those "educational, cultural and recreational services which an educational institution may provide for its community in addition to its regularly scheduled day" (see Journal-Courier, August 21, 1974).

A FEW TYPICAL COMMUNITY SERVICE FUNCTIONS

1. Adult Evening Education Programs
2. Extension Centers
3. Non-credit Course Offerings
4. Advisory Groups
5. Use of College Facilities by Community Groups
6. Conferences and Workshops for Needs of Local Citizens
7. Assistance by college in safety and thrift campaigns, fund drives and the like.
8. Promotions of cultural and recreational activities, such as the development of community musical groups, sponsoring of little theater groups.
9. Use of the college staff and students in making studies of the community (such as occupational surveys, sociological studies).
10. Organization of services using staff or students or films and lectures from outside to further the conservation of natural resources.
11. Research by college staff and students for business or professional groups in the community.
12. Organization of child-care programs for demonstration and instructional purposes.
13. Organization projects with other community agencies relating to the improvement of health conditions in the community.

COMMUNITY SERVICE LABORATORIES

Community Service Laboratories are one hour credit community service projects attached to liberal arts, general education and occupational course offerings with an aim to link learning with service. This community service-oriented curriculum arrangement is administered by a given department, adhering to the "extended departmental model". Each instructor defines community services to correspond with his or her disciplinary orientation; plans with the aid of students a community service project; and conducts the program in accordance with the perceived needs of the population. A strong characteristic of this type of learning-service activity is its ancillary role in the total course plan. The project consists of a supplemental activity of the course format, rather than an integrated part of it!

EXAMPLE

Unit I is History. Unit II is Major Persons. Unit III is Primary Concepts. Unit IV is Future Projections in the Field. Unit V is Community Service Laboratories.

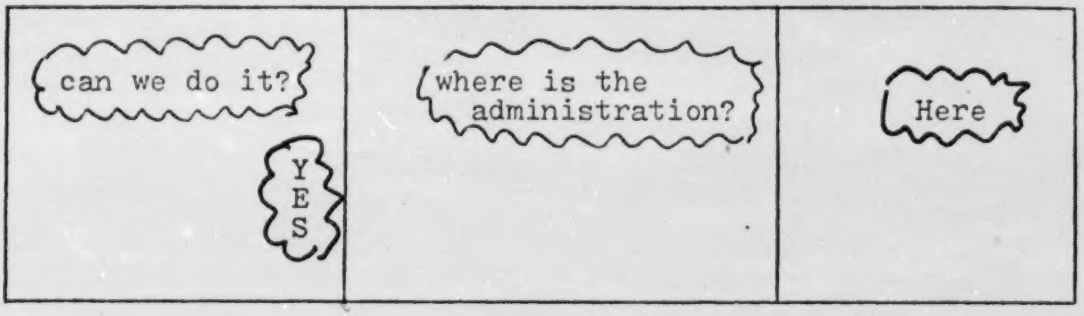
Student: Professor X, I can't take Unit V.

Professor: You don't have to take Unit V unless you signed up for the one hour credit. Did you?

Student: No. But my regular grade? Will I still get my A? I have an A average.

Professor: Yes, you will get the A you earned in the basic course structure.

CRITICAL QUESTIONS



FOUR ACCEPTED ADMINISTRATIVE MODELS OF COMMUNITY SERVICE PROGRAMS

I. Model One The Extended Departmental Model
Community services are generated by the disciplinary areas.

II. Model Two The Nucleated Model
All members of a specialized community services program spend half their time identifying community needs and the other half of their time administering programs.

III. Model Three The Advisory Group Model
An advisory committee plays a critical role in identifying needs along with program development, program evaluation and program promotion with the assistance of a college staff member who is coordinator of advisory groups.

IV. Model Four The Antenna Model
College administration employs staff members whose locus of operation is in the community, working within it to aid community development.

ROLE OF FACULTY MEMBER IN COMMUNITY SERVICE LABS

1. Faculty members make contact with community enterprises to determine their needs for students. A general format to follow is:

    1. Suggest a title for project.
    2. Identify the objectives of the learning activity AND the community group.
    3. List ways in which a student might assist the agency in accomplishing its objectives. Students should be creative in thinking of projects.
    4. Identifying learning opportunities the project might offer a Community Service Laboratory student.
    5. Prepare a list of initial steps that would prepare group for meeting the task and learning objective.

2. Faculty members are always present when students are in community.

3. In accordance with service plan, each instructor will be asked to inform the Community Service Laboratory Desk when the project is to begin and conclude. The host agency's name must be supplied plus the number of student-contact hours.

SAMPLE FORM

Community Service Laboratories to begin_____and conclude _____

The host agency is_____with the major host agency colleague_____. Student Contact Hours_____

Title:_____
Address:_____ Phone:_____

Submitted by_____ Date:_____

Course Name and Number_____

ROLE OF PROJECT DIRECTOR

1. The Project Director DOES NOT SUPERVISE OR EVALUATE FACULTY PERFORMANCE.

2. The Project Director DOES NOT EARN CONSULTANT FEES FOR THIS PROJECT.

3. The Project Director CAN MAKE NO DEMANDS OF FACULTY MEMBERS.

4. The Project Director evaluates the community service laboratory program as required by the federal granting agency.

5. The Project Director trains work study students and organizes the Community Service Laboratory Desk.

6. The Project Director is available to assist any instructor with the development, organization or execution of a community services laboratory project.

7. The Project Director is a faculty member, teaching a full load of four courses to which three community service laboratories are attached.

ROLE OF CHAIRMAN

OF SOCIAL SERVICES

1. The Chairman is the appointed leader of the Social Sciences which includes many instructors, projects, units, activities, and the like.

SOUTH CENTRAL COMMUNITY COLLEGE

Fall Semester 1974

COMMUNITY SERVICE LABORATORY -- SOCIAL SCIENCES DEPARTMENT

Student/Faculty Agreement

I, _____ (student's name), agree to participate in a Community Service Laboratory in _____ (course name and title) _____ taught by _____ (instructor's name).

This means that I will spend approximately fifteen (15) hours this semester in a community agency in the South Central Community College Area.

_____
(student's signature)

_____
(date)

*Distribution:

1. H.E.W. Office - Boston
2. S.C.C.C. Business Office
3. S.C.C.C. Records Office
4. Student Signing the Agreement Above
5. The Instructor Involved

*The Instructor involved is responsible for the prompt and correct distribution of all copies of this agreement.

COMMUNITY SERVICE LABORATORIES
SOCIAL SCIENCE DEPARTMENT
SOUTH CENTRAL COMMUNITY COLLEGE
NEW HAVEN, CONNECTICUT

CONGRATULATIONS ON YOUR SUCCESSFUL PARTICIPATION AS A VOLUNTEER IN THE COMMUNITY SERVICE LABORATORY AT SOUTH CENTRAL COMMUNITY COLLEGE. YOU ARE TO BE COMMENDED FOR YOUR ROLE IN THE EVOLUTION OF AN EDUCATIONAL CONCEPT WHICH LINKS ACADEMIC LEARNING WITH COMMUNITY SERVICE.

SC
CC
SOLVITUR OPERANDO

Ann Garrett Robinson

ANN GARRETT ROBINSON
PROJECT DIRECTOR
ASSISTANT PROFESSOR OF PSYCHOLOGY

Appendix C

Ann Robinson Community Service in Community College Scale
(CS-CC)

ROBINSON'S CS-CC

Name_____ Course Name_____

Course Time_____

INSTRUCTIONS

Please circle the letter symbols which express most accurately your feelings about the following statements.

If you strongly agree with the statement, circle SA; if you agree, circle A; if you disagree with the statement circle D; and if you strongly disagree with the statement, circle SD; if you're undecided, circle U.

There are no right or wrong answers. This scale will not be graded.

SA A U D SD 1. The community college student has to be taught skills and attitudes needed to work with people of all ages.

SA A U D SD 2. Spending extra time volunteering in all kinds of community agencies is definitely not the proper role for a community college student.

SA A U D SD 3. Social scientists, trained in psychology, education and sociology, will find the problems in the community far more serious and urgent than they realize.

SA A U D SD 4. Meeting key people in a nursing home or a day care center or any community agency gives a student a chance to make important contacts for future job opportunities.

SA A U D SD 5. Every citizen has a responsibility to volunteer time in a community agency in need of manpower assistance.

SA A U D SD 6. Students will not enroll in a community college if it is publicized as a place where community service time is required in all of its courses.

SA A U D SD 7. Banks, department stores and other

community agencies depend on a community college to provide in-service training for their employees.

SA A U D SD 8. I don't know what kind of work I want to do in life.

SA A U D SD 9. Community based learning is not what going to a community college is all about.

SA A U D SD 10. Every community college student should be required to participate in at least one community service project before graduation.

SA A U D SD 11. A community college teacher certainly does not need to work with public issues or community problems to be an effective teacher.

SA A U D SD 12. Volunteering in different places goes a long way towards helping a student decide upon a career.

SA A U D SD 13. Before coming to college this semester, I never realized how many job opportunities there are for a person with an Associate's Degree.

SA A U D SD 14. A community college that does not travel the length and breadth of the community to help take care of the aged, the retarded, the imprisoned and the helpless should take "community" out of its name.

SA A U D SD 15. I believe that with more interest and concern about the needs of society, real progress can be made to deal with these problems.

APPENDIX D

Confessions of a Community College Educator

Teaching is my profession. It is the andragogic discipline to which I feel especially called. When I enter into the corridors of an educational institution, greeting students around some stated curriculum need, it is my goal to reach each of those students at the deeper core of themselves. I aim to touch their hearts and spirits, relating to those feelings and yearnings which form the seeds of attitudes towards learning. At that special, delicate level of communication, I see my job as turning them on to a subject area, helping them to feel something about the textbook material which, for so many of them, represents a strange, foreign, unconquerable world of language and symbols. As they enter into the folds of themselves and the subject matter which lies before them, their discovery of an enthusiasm for learning touches my heart, warming it as though I have been gently caressed by a pleasant, sunshiney day. I am vocationally fulfilled! Realizing with each new work experience that my performance can be improved, that students can grow to love to learn and that I am one of the richest women in the world, for I have found a task, hard and demanding, which I actually enjoy.

Ann G. Robinson

AUTOBIOGRAPHICAL SKETCH

Although Ann Garrett Robinson's professional role identity is that of community college educator, many of her years of experience were as a Clinical Psychologist. In the fifties and early sixties, she worked as a psychodiagnostician, analytically-oriented psychotherapist, and psychodramatist. The major centers for these clinical activities were in correctional institutions, mental hospitals, clinics, and neighborhood agencies in the states of Michigan, Maine, North Carolina, Indiana, and most recently, Connecticut. Educational preparations for these positions were achieved through a Master of Arts degree in Clinical Psychology from Wayne State University plus a third year internship as a Clinical Psychology Intern.

After eight years of work in the profession of Clinical Psychology, for three years during which she became a mother, Mrs. Robinson was a full time homemaker, wife and parent. Her return to the work force was as a School Psychologist, enjoying the routines of educational testing, counseling and guidance, along with the ancillary duties expected from one who also holds a title of Learning Diagnostician.

In 1970, Professor Robinson entered the field of

higher education. Two years of professorial services in a private, four year college -- Trinity College, Hartford, Connecticut -- introduced her formally to the science and art of teaching psychology. She is now employed at a community college where she teaches psychology courses, has received many awards from students for excellence in teaching, and organized the first Community Service Laboratory in a Social Science Department. Her skills as an educator were strengthened by her educational experiences at North Carolina Central University from which she received a Bachelor of Arts degree in Psychology, and Nova University in Fort Lauderdale, Florida where she completed her doctoral studies in community college education.

For her teaching and community services, Professor Robinson has received many honors and awards, including an Outstanding Educator of America Award, a Nannie H Burroughs Award for Outstanding Black Educator, and a United Newhallville Community Leadership Training Award. Mrs. Robinson will be listed in the first edition of Who's Who in Black America, 1975

She is a member of the New Haven community, working actively in religious, civic and social affairs. For the past 14 years, she has been married to Professor Charles E. Robinson, a Psychiatric Social Worker. They have two children, Angela Carol and George Carl.

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